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ABSTRACT

This guide has been developed to assist Officers-in-Charge of Navy service schools in implementing effective in-service training programs. The primary objective for any school is to maintain effective instruction. The guide contains four chapters. Chapter I, Definition and Scope of In-Service Training, defines training as special training or instruction provided for Navy instructors to increase their over-all competence and effectiveness as instructors. The scope of the training is focused on assisting the school staff in achieving the goal of improved instruction. Chapter II, Planning an In-Service Training Program, includes a discussion of program publicizing, making the program work, and keeping the program going. Chapter III, Conducting an In-Service Training Program, includes discussions of individual effectiveness and supervisory and collateral duties. Chapter IV, Controlling an In-Service Training Program, discusses the characteristics of a good in-service training program, factors which may serve as indicators of a good program, and follow-up activities. Seven appendices contain a bibliography, a sample written in-service program, sample monthly in-service training report, a resume of two appropriate in-service training meetings, samples of suggested forms, methods of instruction, and the graduate-undergraduate concept. (CK)

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A GUIDE FOR IN-SERVICE TRAINING

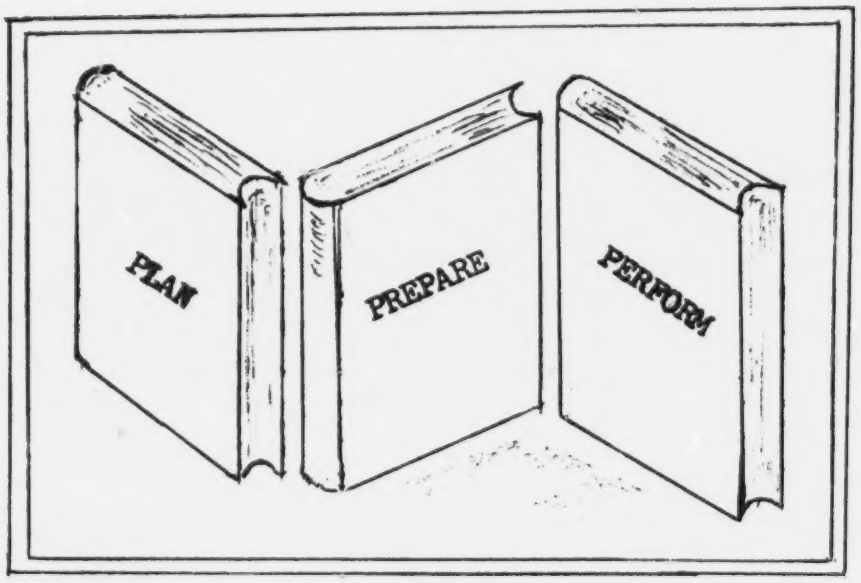
OF

INSTRUCTORS ASSIGNED

TO

NAVY SCHOOLS

SURPLUS DUPLICATE



NAVPERS 93338

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PREFACE

This is a guide for in-service training of instructors assigned to all Navy schools. When this guide is used, it is intended that additional activities can be included, along with some specific examples of locally-developed in-service training plans which have been found effective.

This guide was prepared in the Bureau of Naval Personnel in cooperation with the Service School Commands, Great Lakes, Illinois, and San Diego, California, and the Naval Schools Command, Norfolk, Virginia.

This guide cancels and supersedes the following:

Guide for In-Service Instructor Training, Naval Officer Schools, NavPers 92545
Guide for In-Service Training of Instructors Assigned to Officer Candidate Schools, NavPers 92414
Guide for In-Service Training of Instructors Assigned to Service Schools, NavPers 92189
Guide for In-Service Training of Instructors Assigned to Recruit Training, NavPers 92149
Guide for In-Service Training of Instructors Assigned to Recruit Preparatory Training, NavPers 92148

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INTRODUCTION

This guide has been developed to assist Officers-in-Charge of Navy service schools in implementing effective in-service training programs. The primary objective for any school is to maintain EFFECTIVE INSTRUCTION. The Officer-in-Charge can realize this objective through an effective in-service training program. It therefore follows that, while the Officer-in-Charge can and should delegate many of the duties involved in implementing this program, the total responsibility for the program and EFFECTIVE INSTRUCTION is and must remain his principal concern. Stated in more specific terms, the purpose of this guide is two-fold: first, to give all personnel who are responsible in any way for effective administration of the program a broad understanding of in-service training, general principles for implementing all phases of the program, and numerous suggestions for adding variety and interest to the program, second, to set forth standards by which a school may measure the effectiveness of its program.

Although this guide was prepared for the express purpose of promoting better in-service training of instructors in Navy service schools, the subject matter content has broader applications and may be utilized with profit by key personnel of other schools, both civilian and military.

The intent of this guide is that personnel having in-service training responsibilities will consult the guide for ideas and principles and then develop an in-service training program which will fill the needs of the school staff.

CHAPTER I

DEFINITION AND SCOPE OF IN-SERVICE TRAINING

CONTENTS OF THIS CHAPTER

Section 1. Introduction
Section 2. Definition of "In-Service Training" in Navy Schools
Section 3. Scope of In-Service Training

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1. Introduction

Navy men are placed in a variety of roles in many duty stations during the course of their naval careers. Each of these roles demands a variety of skills and knowledge. As a Navy instructor, pre-service training along with experience is necessary for effective growth in areas of teaching. Navy instructors are apt to be strong in content knowledge of their specialties, but may be minimally qualified in techniques of instruction. They need assistance in their instructing to avoid the formation of undesirable habits. On the other hand, personnel who have been instructing for some time are likely to develop stereotyped ways; they need to be encouraged to try new techniques that will provide greater challenge and more interest for the men in their classes.

It is generally agreed that the major requisites of a good Navy instructor are to know his subject and to be able to teach it. Many years of training and experience are usually required for most individuals to acquire the knowledge and skill required in their specialties, whether civilian or military. Years of formal education are required in the preparation of civilian teachers. In the Navy, however, training for instructor duty must be accomplished in a minimum period of time; compared to specialty training and civilian teacher training, it is exceptionally brief.

Therefore, in-service training programs have been developed in the Navy to meet the needs of both new and experienced instructors.

The ultimate objective of an in-service training program is to improve the quality of instruction as a means of better preparing trainees for their responsibilities in the Navy. Such a program is concerned primarily with training instructors on the job to perform their instructing jobs more effectively.

2. Definition of "In-Service Training" in Navy Schools

In-service training as used in this guide refers primarily to special training or instruction provided for Navy instructors to increase their over-all competence and effectiveness as instructors. Some discussions of in-service training programs include such activities as information and education programs, special classes in preparation for examinations for advancement in rating, etc. Such activities may well come within the broad definition of in-service training. Their exclusion here is not intended to minimize their importance. Only on-the-job efforts to improve instructor performance come within the scope of this publication.

3. Scope of In-Service Training

The Officer-in-Charge should place primary emphasis upon those in-service training activities designed to assist the school staff in achieving the goal of improved instruction. The scope of this training should not, however, be so narrow as to exclude the improvement of the "whole" Navy man. Other training activities are important in attaining overall instructional competence. With this in mind, the following **areas are suggested as being suitable to a** well-balanced program. (See Appendix B **for further supporting information.**)

a. Improvement of Instructional Competence (Primary emphasis)

Navy instructor training schools provide short but intensive courses in training personnel in the philosophy, procedures, methods and techniques of teaching. However, even after successful completion of such a course, Naval instructors need considerable guidance and

help in applying newly acquired knowledge and skills in a "live" situation. For example, they need to learn (a) the types of trainees that they will meet in the classroom, (b) the specific skills and knowledge that they will teach, (c) the methods and techniques which will prove most suitable, and (d) the specific equipments and training aids which will be a part of their assigned instructional areas. In addition, they need help in preparing to instruct and in making classroom presentations. In general, they need guidance in learning how to apply and improve what they have learned in the Instructor Training School in an actual teaching-learning situation.

Improvement of instructional competence starts with a sound, well-planned orientation program for the newly assigned instructor, and continues throughout his tour of duty. It should include such activities as: classroom evaluation by competent evaluators, group meetings, rotation through a variety of teaching assignments (provided teaching units are short enough to justify), appropriate use of self-evaluation check lists, inter-visitation by instructors, and outside study.

b. Improvement of Supervisory Competence.

Supervisory competence is gained through training and experience. More and more senior petty officers, particularly in the E-8 and E-9 brackets, assume such posts. Normally assigned to billets where they are in direct contact with the instructors on one hand, and with the school administrators on the other, they have need for skills in such fields as human relations, guidance, counseling, and interviewing. In addition, they must master group meeting and scheduling techniques, and become familiar with a variety of other items pertinent to the needs of the billet.

Officers assigned to administrative billets in service schools also frequently find that the problems involved in school administration necessitate additional training. The School Administration, Course "G" offered at Instructor Training Schools, located at Great Lakes, San Diego, and Norfolk, provides training in Navy school administration. Additional administrative training, particularly as is appropriate to the specific school's needs, can be accomplished through local in-service training.

c. Improvement of Leadership Competence.

The high quality of the officers and men of the United States Navy must never be allowed to diminish. Instructors often lose sight of the fact that leadership in a school situation is just as important as leadership in a ship situation. Dynamic and continuing emphasis must be given to leadership problems through the use of a variety of methods and techniques. Small group discussions (preferably on locally important problems), inspirational presentations on selected subjects, self-evaluation, effective utilization of leadership training materials, other evaluative techniques, careful attention to naval honors, ceremonies and etiquette, stress on personal responsibility and example, are only a few of the many methods and techniques which may be used effectively. A certain number of group meetings are desirable, but the bulk of the leadership development effort should be integrated with the regular daily schedule of activities.

d. Improvement of Technical Competence.

Assignment to instructor duty in a service school provides the Navy man with a unique opportunity to improve his technical ability. Instructors can improve their technical competence by a variety of means. Some of these are: (a) a carefully planned education program in their various specialties, (b) a program providing for instructors to "sit in" on classes covering subject matter in which they are weak, (c) provisions for keeping abreast of new principles, theories, literature, and equipments in the field, (d) correspondence courses, (e) visits to ships, and (f) taking short courses in other schools during breaks between classes. An effective program for upgrading such competence is one that is carefully planned and which provides specific opportunities as well as the necessary motivation and encouragement.

e. General Educational Competence.

If there is any truth in the old adage that "other things being equal, an educated man is the better man," we would be remiss in our duty to the Navy as well as to the individual concerned, if the in-service training program failed to encourage and assist him in improving his general educational background. Shore duty provides an excellent opportunity to develop this important facet of the typical petty officer by encouraging him to channel his efforts

during his off-duty hours into this useful area. In-service training meetings may include for discussion such topics as English, mathematics, science, politics and psychology.

Visiting speakers from local high schools and colleges can be utilized as appropriate. United States Armed Forces Institute (USAFI) provides a wealth of useful courses. Many communities have adult evening schools which offer high school level and college level courses. Colleges and universities are often located within easy commuting distance of Naval shore installations, and in addition, many universities offer excellent correspondence courses.

f. Military Competence for Advancement.

All programs should include provisions for personal advancement. Advancement of qualified personnel in the petty officer ranks is very important to the individuals concerned from a morale standpoint as well as from an economic standpoint. In addition, it is of prime importance to the Navy in filling the petty officer billets with the most qualified personnel available. Thus, promotions are a necessary part of the total effort. Failure to properly prepare for advancement in an organized and thorough manner, is perhaps the greatest single reason why some petty officers fail to pass the examinations. A well-balanced in-service training program should assist staff members to prepare for advancement in rating. Service schools which have established such programs report whole-hearted participation by the staff members concerned.

CHAPTER II

PLANNING AN IN-SERVICE TRAINING PROGRAM

CONTENTS OF THIS CHAPTER

Section 1. Purpose and Scope of this Chapter
Section 2. Organizing for Effective In-Service Training
Section 3. Planning the Program
Section 4. Providing Time for the Program
Section 5. Publicizing the Program
Section 6. Making the Program Work
Section 7. Keeping the Program Going

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1. Purpose and Scope of this Chapter

It is essential to the attainment of the objectives of the various Navy schools that the quality of instruction be kept on as high a plane as possible. This can be best accomplished by a positive effort on the part of all those concerned with administration and instruction in these schools. The success of a program of this type depends to a large extent upon the attitude, interest, and the active participation of the supervisory personnel. A practical approach to this problem of improving instruction is through an in-service training program. In-service training for instructors and administrative staff is a "must" if trainees are to have the advantage of the best possible instruction.

The best in-service training rarely occurs of its own accord. It usually happens as a result of careful planning aimed at fulfilling specific needs and at enabling as many as possible to participate. An unplanned in-service training program is much like a rudderless ship. It isn't really going anywhere and much of the time it is in danger of running aground. This chapter is intended to provide some ideas on how to organize an effective in-service training program.

2. Organizing for Effective In-Service Training

Any well-organized in-service training program should have: (1) an In-Service Training Officer, (2) an In-Service Training Committee, and (3) a written In-Service Training Program. Each will be discussed in detail as follows:

a. The In-Service Training Officer. One of the first steps to be taken in organizing for effective in-service training is the appointment of an In-Service Training Officer. In smaller schools, it may be most practical for the Officer-in-Charge to assume this additional responsibility while in larger schools the Officer-in-Charge may wish to designate another officer for the duty. The duties of the In-Service training Officer include the following:

(1) In general, the In-Service Training Officer must act as a "spark plug" behind the entire program and provide the encouragement, suggestions, and motivation necessary for keeping the program moving in a live and dynamic manner.

(2) He serves as chairman of the In-Service Training Committee, about which more will be written later, during its regular meeting. Such meetings should be conducted under his direction and authority.

(3) He assigns new members to the In-Service Training Committee on a rotational basis.

(4) He ensures that constant and vigorous stress is placed upon all the objectives of the program and particularly upon the primary objective; to improve instructional competence.

(5) He ensures that records of each committee meeting are maintained by the Committee Recorder.

(6) He ensures that a running record of all in-service training activities is maintained. This record can effectively be utilized in making periodic evaluations of the overall program by answering such questions as: How well have we done? What needs to be done? If required by command instruction, this record can be submitted to the Commanding Officer as evidence of the in-service training conducted.

(7) He provides advisory service to personnel in the performance of their assigned duties.

b. The In-Service Training Committee. A major step in establishing an organization for effective in-service training is the formation of an In-Service Training Committee. The In-Service Training Committee should be promulgated by a written school Instruction in order to make it an official function of the school.

(1) Size. The committee should have a good representation from the school's administrative staff as well as from the instructional staff. Membership should be arranged so that when new members are brought in there will be a sufficient number of "old hands" remaining to ensure continuity in the program. The committee may vary in size from three or four members in a small school to ten or twelve in a large school.

(2) Function. The overall function of the Committee is to provide ideas, develop policies and plans, supervise the various facets of in-service training, and, in general, to act with the In-Service Training Officer in planning, conducting and coordinating, and evaluating the various activities.

(3) Assistant Chairmanships. To keep a program live and dynamic, it is frequently necessary that In-Service Training Officers designate various committee members to serve as assistant chairmen in charge of the individual activities. For example, one member could be in charge of the classroom evaluation program, another in charge of staff meetings, another in charge of leadership training, another in charge of maintaining and publicizing library materials, another in charge of publicizing educational opportunities, etc. The six in-service training areas, previously discussed (Chapters 1 - 3), may assist the In-Service Training Officer in planning such assistant chairmanships.

(4) Meetings. To be most effective, an In-Service Training Committee must have regularly scheduled meetings. Normally, one regular meeting each month is sufficient to accomplish the necessary work, but additional special meetings should be called when required. The chairman should keep the meeting moving in a business-like manner. A Recorder should keep clear and complete notes. The chairmen should make oral reports on the activities conducted in the past month in their individual areas, and suggest ideas for future implementation. General interchange of ideas should be promoted by the Chairman and specific plans set up for the following month. The task of preparing a smooth report of past activities and a list of planned future activities may be properly assigned to the Recorder. (See Appendix B.)

(5) The In-Service Training Recorder. The duties of the In-Service training Records include the following:

(a) Prepare and maintain legible and complete notes.

(b) Compile information for monthly report to the Officer-in-Charge.

(c) Prepare report on past activities.

(d) Notify committees of special meetings and time and date of regular meeting.

(e) Present oral reports as required.

c. The written in-service training program. One of the first major jobs of the in-service training committee is to develop an effective, written, in-service training program. The program must be developed in a neat, well-organized format and carefully tailored to meet all the school's in-service training needs. It will provide a "rudder" to help keep the actual program on a straight course. A written program has the following important benefits:

(1) It places in-service training in its proper perspective in the school's overall training program.

(2) It assists in gaining wider acceptance of the program by Staff members.

(3) It provides a sense of direction to support the goals of the program.

(4) It provides an organizational framework necessary to carry out the program.

The written in-service program should be reproduced in quantity and issued to all new staff members as a part of their orientation to the school. A thorough understanding of the program at that time will be very helpful in gaining acceptance and full cooperation by new staff members.

3. Planning the Program

Planning an in-service training program should be a group project rather than a one-man speculation. Group planning takes advantage of interchange of ideas and opinions of many people and usually results in a program which is more certain to gain group acceptance which is so necessary to its success. Committees and sub-committees can be effectively employed in investigating the various facts of in-service training as well as in organizing the actual program. The following questions may be proposed to such committees as a basis for their work:

a. What are the in-service training needs of our staff?

b. What should be the specific objectives of our program?

c. Which methods, procedures, etc., shall be employed to reach each of these objectives?

d. What kind of an organization is needed to ensure a dynamic and continuing program?

e. How should this organization function?

f. What controls shall be incorporated into the program to ensure that no part of it deteriorates or lies dormant?

Careful and thorough planning is essential if the program, as finally developed, is to be realistic in terms of the school's needs, and if it is to endure. Additionally, the planning results should be communicated to the staff so they will know the meaning and values of in-service training and the opportunities which it will afford. Such publicity, given early in the stages of program development, will promote staff interest.

4. Providing Time for the Program

The Officer-in-Charge shall specify a definite time for the program. The best arrangement is a regularly scheduled time during the working day. Some schools have used a period or two one afternoon every other week for this purpose. Once the Officer-in-Charge has specified the time, it should be promulgated in the written organization of the In-Service Training Program.

5. Publicizing the Program

To get the broadest possible cooperation from the instructional staff, a certain amount of publicity is needed relative to the training need, the opportunities available, the activities scheduled, the results expected, the results obtained, etc. This can usually be accomplished in a variety of ways, as follows:

a. Printed notices or colorful posters placed on bulletin boards and in the instructors' lounge areas.

b. Special announcements at morning quarters.

c. Announcements at regular staff meetings.

The Officer-in-Charge of the service school should initiate the execution of the written In-Service Training Program by an Instruction stating its purpose, background, problem, discussion, policy guidelines, and action. The Instruction should contain the written in-service program as an enclosure. Notices, when necessary, should be used to promulgate changes or additions to the original program.

6. Making the Program Work

An in-service training program will not work by itself, even though it may be very carefully planned. The "execution phase" cannot be taken for granted. In order to be effective, the program must be "sold" to the staff as an opportunity--not presented to them as a collateral duty.

Frequent reminders are necessary--motivation is essential. A certain amount of publicity is a requirement in order to keep the program alive and dynamic. It is up to the In-Service Training Officer and the In-Service Training Committee to provide interesting and useful training opportunities, to encourage all instructors to take part in every way possible, to discover what the instructors need in the way of training, and to provide that training to the best of their abilities.

7. Keeping the Program Going

Sometimes the in-service training program is among the first activities to be eliminated when a school has a reduction of staff personnel. Of course, situations arise which require Commanding Officers and Officers-in-Charge to make adjustments in all departments. However, modification rather than elimination of in-service training programs is recommended in such instances because it is during periods of rapid turn-over of personnel that in-service training can pay the greatest dividends.

CHAPTER III

CONDUCTING AN IN-SERVICE TRAINING PROGRAM

CONTENTS OF THIS CHAPTER

Section 1.	Purpose and Scope of this Chapter
Section 2.	Conducting Training to Improve the Individual's Effectiveness as an Instructor (for new instructors)
Section 3.	Instructor Improvement Program (for all instructors)
Section 4.	Training to Improve the Individual's Effectiveness in His Administrative, Supervisory, and Collateral Duties
Section 5.	Conducting Training to Improve Individual Effectiveness as a Navy Man

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1. Purpose and Scope of this Chapter

An in-service training program will not run of its own accord, even though it may be carefully planned. A written in-service training program that gathers dust on the shelf, an in-service training committee that meets only infrequently, an occasional classroom evaluation or an occasional group meeting, are proofs that a service school has an ineffective in-service training program. Any successful program has the seeds of its success in the selection of a good In-Service Officer (the "spark plug"), and in a dynamic and interested In-Service Training Committee (the "prime mover"). The In-Service Training Officer and the members of the committee must make a strong effort, as mentioned previously, to "sell" the program to the staff as an opportunity rather than as a collateral duty. They should be alert to discover the needs for in-service training. They should provide the necessary training in a logical and interesting manner.

This chapter includes some practical procedures and activities which may be used in conducting in-service training. The majority of these activities have been proved effective in actual use in one or more of the Navy's schools. This chapter does not contain an exhaustive list of activities and, no doubt, local commands will develop others or work out appropriate modifications to some of these suggested activities.

2. Conducting Training to Improve the Individual's Effectiveness as an Instructor (for new instructors)

A good induction program for new instructors should be a definite part of the in-service training plan. The induction plan should be orientational in nature and be divided into two phases.

The first phase involves such activities as getting acquainted with the administrative staff and the instructional staff, learning the mission and physical makeup of the school, and in general, getting adjusted to the new assignment.

In the second phase, the new instructor should have an opportunity to observe good instructors and to follow up these observations with the instructor in a discussion period. The new instructor should receive guidance and assistance from his supervisor in planning his work, and also much encouragement in his efforts. During this phase, the supervisor should inform the new instructor of all the opportunities for individual improvement. The new instructor should receive help and guidance not only in improving his technical ability but also help in instructional methods and techniques. He should be completely informed of all aspects of the in-service training program and assisted in making the best use of it. A regular program of classroom evaluation should be in effect to aid the instructors in improving technical competence as well as teaching competence.

The following is a list of activities to be included in the orientation process:

a. Familiarization with the school procedures, including a check list.

b. Indoctrination for actual duties - procedures including qualifications charts and evaluation devices, etc.

c. Interviews with key personnel, experienced instructors, etc.

d. Assignment of understudies to experienced instructors.

3. Instructor Improvement Program (for all instructors)

a. Use of Staff Meetings. Regularly scheduled meetings of staff instructors provide an excellent method of carrying out in-service training. This technique, used a great deal in the Navy, can be very effective. The conference, usually scheduled once a week, lends itself nicely to a variety of activities and topics. It provides an opportunity for exchange of ideas and techniques among instructors, discussion of mutual problems, etc. An officer on the school staff who is familiar with good instructional practices should also attend all these meetings.

These staff meetings must be carefully planned to fill a definite need. The following is presented as a consideration for staff meeting technique:

(1) Time considerations--frequency, length of meeting, and time of day

(2) Place considerations--place of meeting, desirable facilities, and atmosphere

(3) Organizational considerations--leader and recorder

(4) Suggested topics--methods and techniques, curriculum revisions, subject matter of course, topics related to education and training, topics related to functioning of the school as a whole, school training policies

(5) Suggested methods--all-staff conferences, presentations by instructors or guest speakers, brainstorming, case studies, role-playing, buzz-sessions, panel discussions, demonstrations, and work shops.

(6) Quarterly schedule--how developed, format, contents, how promulgated. (Show sample)

(7) Notices--purpose, value. (Show sample)

(8) Record of meetings--purpose, value, how kept, and use. (Show sample)

b. Activities of Staff Meetings:

(1) Demonstrations on new equipment could be conducted by a staff member who is thoroughly checked out on the equipment, or by an outside expert called in for this purpose.

(2) New developments and new equipment in the Fleet can serve as a basis for a very worthwhile meeting and aid in keeping staff members abreast of the latest changes. Such a meeting could be conducted by new instructors who have recently been in the Fleet and are very familiar with the new developments and equipment.

(3) Training films followed by group discussions provide another means of holding an interesting and worthwhile meeting. The film could be related to the instructional duties of the staff, to new equipment, etc. When this idea is used, it would be well for the leader to follow this procedure:

(a) Preview the film in private and take careful notes.

(b) Work out a series of thought-provoking questions to be used in the later discussion.

(c) Introduce the film properly.

(d) Show the film under the best possible conditions.

(e) Hold the discussion based on the film, using the pre-planned questions to encourage discussion.

(4) Demonstration lessons will often serve to stimulate improvement in teaching techniques and methods. When this idea is utilized, one of the better instructors should act as instructor, ten or twelve of the staff members serving as the class and the remainder of the group acting as observers. The group should be briefed as to the important things.

The meeting can conclude with a group discussion on the methods and techniques observed. The job of presenting a demonstration lesson should be rotated to avoid having the same instructor present too many lessons.

(5) Panel discussion provides another means of effective in-service training. There is a wide choice of very useful subject matter suitable to discussion by a panel. Such subjects as: motivation, morale of trainees, discipline, responsibilities of the petty officers, citizenship, or even areas of subject matter within the rating of the instructors, could provide a useful and interesting session. When panel discussions are planned, they should be carefully organized to fill a definite need. An experienced instructor, well versed in the procedures for conducting a panel, should be chosen to act as moderator. Four to six members are sufficient to develop a good panel. They should receive the question to be discussed in advance of the meeting in order to organize their thoughts on the subject. The moderator must keep full control of the meeting but must also allow each member to state his views on the subject. It adds a note of interest to allow fifteen or twenty minutes at the end of the sessions as a question period during which time the audience of staff members can ask the panel more questions.

(6) Presentations by outside specialists can also be utilized effectively for group in-service training meetings. The topic selected must be one that fills a specified need. The subjects scheduled could be of general interest, such as radiological, biological or chemical warfare defensive measures. They should concern new developments in the field covered by the rating of the instructors, or subjects such as individual differences, testing and training aids. Whatever the subject, emphasis should be placed on planning to fill a specific need.

c. Small Group Discussions. Although it is sometimes difficult to find adequate time in the normal busy training schedule to conduct frequent meetings of the entire staff, it is generally a simple matter to plan meetings of small groups. Such distinct groups as supervisory personnel, "off-platform" instructors, specific area instructors, or personnel assigned to special duties such as master-at-arms force, counseling, testing, or civilian workers can profit from small group meetings. Many of the suggestions which were previously offered for conducting regular staff meetings are equally useful in small group meetings. In addition, the nature of small groups is such that general discussions and interchange of ideas and opinions can be interesting and useful portions of the meeting. (See Information Sheet, "How to Prepare For, and Conduct, a Group Discussion" in Appendix D.)

d. Use of Formal Classroom Evaluations. An active and dynamic program of instructor-classroom evaluations is a necessary part of any service school in-service training program. New instructors need assistance in getting adjusted to the problems of classroom work. Evaluations also benefit the "old" instructor who might be prone to "get into a rut" in his use of methods.

In many service schools, instructors are evaluated as frequently as once a month, while others feel that once every six weeks or even each quarter is adequate. In any event, the school should make provisions for regular and continuing evaluations.

In order to ensure that no instructor is omitted from the program, many schools prepare some type of an "instructor status board" which lists all of the instructors on board, and the subject matter units or areas. It provides space for noting pertinent data under such headings as (a) Reported On Board, (b) Qualifying, (c) Qualified, (d) Presently Assigned, and (e) Date Last Evaluated. Such a visual presentation provides the viewer with much useful information in regard to any instructor, and especially keeps the supervisor abreast of the status of individual evaluations.

Classroom evaluations usually should be conducted by supervisory personnel who have been well trained in the techniques and procedures of evaluation, or by senior experienced instructors. Classroom evaluation should be considered as a regular part of their duties--not as a collateral function.

It is frequently desirable to have the In-Service Training Committee conduct a periodic screening of all the evaluation sheets maintained in the office files. This might be done annually or semi-annually. The committee members may scan the comments on all the sheets relative to specific parts of the lessons presented. An overall perusal such as this, if carefully carried out, frequently reveals specific areas where the instructional staff as a whole appears weak, and therefore might profit from in-service training meetings planned to improve such areas--e.g., introductions, question techniques, utilization of training aids, demonstration techniques, etc.

This chapter will not concern itself with a discussion of the need for, nor the specific techniques of, classroom evaluations. Too much has been written in Navy Publications concerning evaluation of instruction to attempt to condense such vital material. When necessary, personnel may familiarize themselves with such techniques and the associated procedures by studying the appropriate chapter in The Manual for Navy Instructors, NavPers 16103 (Series), and the numerous references given in the bibliography of this guide.

The following are guidelines of organizational procedures that must be incorporated in planning and instituting an effective Evaluation Program for the written In-Service Training plan:

(1) Time considerations--frequency, length, nature of subject matter, and its effect on frequency and length, "spot" evaluations vs. curriculum unit evaluations.

(2) Organizational considerations--planning a long-range program, personnel responsible for making evaluations, making time available. (Show sample)

(3) Procedures when the evaluation is conducted on the "spot" basis.

(4) Procedures when the evaluation is conducted on the instructional unit basis.

(5) Use of evaluation devices. (Show samples)

(6) Follow-up activities--purpose, value, kinds, methods.

(7) Evaluation records--Individual instructor evaluation folder, chart showing extent to which each instructor has been evaluated (Show sample), Evaluation Chart showing to what extent each area of subject matter has been evaluated. (Show sample)

d. The Use of Other Facilities.

(1) Each major naval training activity has a center or station library which is a useful source of reference materials. In some cases, In-Service Training Officers fail to take full advantage of this valuable source of materials in implementing their programs. This source should be kept constantly in mind. In addition, it is advisable to have a smaller collection of materials available in each service school slanted at the special needs of the particular school. Usually there is a fairly large number of useful books and pamphlets in various corners of a typical service school. If collected together in a central place and made available to the entire staff, they would provide a nucleus for starting a small but useful staff library. Members of the staff should be assigned the duty of Staff Librarian on a rotational basis, and given the task of organizing, maintaining and controlling such a library. As various new materials are procured and the library grows, the librarian should originate a numbering system, a card index system, and some means for checking the materials in and out.

The librarian should publicize new materials which are added to the staff library to aid instructors in making more effective use of them, and should provide for routing of special materials in order to ensure that all concerned have an opportunity to familiarize themselves with them. New techniques, procedures, or methods discovered through reading of such materials might become the subject of useful in-service training meetings.

The question of what types of materials to procure for a staff library is one which should be given careful thought. Procurement of books or pamphlets in an indiscriminate manner can become expensive and wasteful, and may result in a collection of materials which still may not provide the references services needed. The six areas previously suggested as a well-balanced program may serve as a basis for selection of appropriate reference materials to support the school's program in an effective manner.

(2) Instructors can gain considerable knowledge through a carefully planned program of visitation to schools conducting the same or related courses. Such a program can take the form of having instructors sit in on classes taught by other instructors, or by making field trips.

Observation of other instructors teaching in the same, or related subject matter areas gives the observer an opportunity to see the subject matter being taught as the trainee would see it. Techniques and methods are thus seen from a new viewpoint and the subject matter problems often take on new meaning.

Field trips to other military or civilian activities are frequently beneficial for instructor personnel. For instance, instructors in the Cooks and Bakers School can benefit from field trips to bakeries or packing plants; and instructors of various technical rates can frequently learn a great deal from conducted tours of civilian laboratories or plants which are developing or manufacturing the equipment that the Navy will be using. Such field trips, carefully planned to achieve the greatest value for the visiting instructors, are an interesting and fruitful device that may be employed in most in-service training programs. Each field trip should be followed by a small group discussion of the visiting instructors so that they may analyze the values derived.

(3) An in-service training program should publicize local educational opportunities, and provide the guidance and encouragement necessary for school personnel to seek these opportunities.

One member of the In-Service Training Committee should be assigned the responsibility of publicizing available educational opportunities. This committee member can perform the following services:

(a) Prepare colorful bulletin board displays and/or make announcements relative to educational opportunities available.

(b) Make appropriate bulletin board displays and/or announcements relative to civilian educational opportunities available in the civilian community in which the sailor may participate during his off-duty hours.

(c) Prepare colorful bulletin board displays and/or announcements relative to local cultural activities which the sailor and/or his family may attend.

(d) Assist the In-Service Training Officer in generating staff educational and cultural improvement activities.

4. Training to Improve the Individual's Effectiveness in his Administrative, Supervisory, and Collateral Duties.

a. Scope of Training. Since the Navy instructor performs other functions as well as actual classroom activity, provision must be made to help him in his administrative, supervisory, and collateral duties. Included in the in-service training program would be the following personnel:

(1) All administrative personnel (Officer-in-Charge, Assistant Officer-in-Charge, Chief Instructor, Phase Leaders).

(2) All personnel assigned specific duties other than administrative and instructional such as student counselors, evaluators, testing supervisors, training aids, technicians and librarians.

(3) Members of special committees such as testing, curriculum revision, recreation and welfare, in-service training, and screening.

b. Methods. Additional methods by which this category of training should be conducted are:

(1) Understudying persons being relieved

(2) Group meetings

(3) Individual reading, study and practice

(4) Visits to other schools having similar problems and situations

(5) Special courses, as Instructors Schools "G" Course, for key administrative personnel

The various appendices contain excellent formats developed in detail to illustrate the enumerated training methods; for example, "How to Prepare For, and Conduct, a Group Discussion." (Appendix D).

5. Conducting Training to Improve Individual Effectiveness as a Navy Man

a. Scope of Training. This phase of in-service training must include the following:

(1) Leadership training

(2) Physical fitness training

(3) Training for advancement - military and professional qualifications

(4) Training which maintains or improves Navy skills (skills other than instructional, which tend to decrease through lack of practice).

b. Methods. The following methods could easily be adapted to the in-service training program in order to meet the qualifications set forth above:

(1) Group meetings

(2) Individual reading, study, and practice

(3) Correspondence courses both naval and civilian

(4) Special courses which may be attended on a Temporary Additional Duty basis.

(5) "All Hands" evolutions such as physical fitness exercises, military inspections, and disaster control drills

The formats presented in the appendices will furnish excellent starting material for carrying on these methods of improving the individual's effectiveness as he performs his duties as a Navy man.

CHAPTER IV

CONTROLLING AN IN-SERVICE TRAINING PROGRAM

CONTENTS OF THIS CHAPTER

Section 1. Purpose and Scope of This Chapter
Section 2. The Characteristics of a Good In-Service Training Program
Section 3. Factors Which May be Used as Indicators of a Good In-Service Training Program
Section 4. Follow-up Activities

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1. Purpose and Scope of This Chapter

In order to insure that adequate attention is given to in-service training, it is frequently desirable to have certain controls on the command level as well as on the individual school level.

a. Command level. Control of the overall in-service training effort should be maintained at the command level by providing motivation and encouragement, as well as special ideas, services, equipment, and materials, which can be most effectively scheduled for utilization by the various schools at this level. Exchange of in-service training ideas in command-level conferences provides a quick means of communicating effectively with the schools.

A command instruction, requiring that the service schools submit a monthly report of estimate of training deficiencies and the action instituted to correct these deficiencies, is an excellent motivating device for calling attention to the need for required training. A compilation of a number of such reports will give the command administration an overview of the efforts of any single school in this area. To be of most benefit, the command instruction should specify not only what to report, but in what degree of detail the report should be made. As a follow-up, special attention can be directed to the in-service training program when command administrative inspections are held in the various schools.

b. School level. The most effective controls are those at the working level. Each school should, in light of its own problems, institute its own control procedures. A number of suggestions are offered, as follows:

(1) The Officer-in-Charge should take a personal interest in the school's program and request progress reports at regular staff meetings. Such reports should be made by the In-Service Training Officer or by the Recorder of the In-Service Training Committee.

(2) The Officer-in-Charge should carefully review monthly written in-service training reports submitted to the Command to ensure that continued progress is being made.

(3) Various types of visual "status boards" can be prepared showing the progress being made on any particular training project.

(4) Periodic evaluations should be conducted to answer the following:

Is our in-service training program "paying off" in terms of better instruction, better motivated instructors, more advancements, etc.?

2. The Characteristics of a Good In-Service Training Program

An excellent understanding of the facets of a good in-service training program is essential to achieving its objectives. It is also essential that the program function. Therefore, certain phases are established to put this program in action.

In phase one, the program is set forth in writing and the goals are clearly indicated. This means that the following principles established in Chapter III have been executed:

a. Goals are established for each of the types of in-service training enumerated in previous discussion.

b. Up-to-date schedules are prepared and promulgated.

c. Provisions for record-keeping have been made.

d. Responsibilities are specifically delegated.

In phase two, the program is actually functioning; that is, it is not just a "paper program." The in-service training program now presents this picture:

a. Group meetings are being held according to schedule.

b. Conferences and interviews are being held according to schedule.

c. Instructor evaluations are being held according to schedule.

d. The library facilities are actually being used.

e. Instructors are taking correspondence courses, visiting other schools, taking special courses, etc.

f. Records are complete and up to date.

Implicit in the foregoing is the guidance and evaluation of the Officer-in-Charge to complete the example of an ideal in-service program. He should always ensure that the staff is well represented in the planning, conducting, and evaluating of the in-service training program.

3. Factors Which May be Used as Indicators of a Good In-Service Training Program

The in-service Program, as pictured thus far, seems ideal. However, situations are "not always what they seem." Therefore, the indicators of a good in-service training program must be examined to determine if it is sound throughout. These indicators are:

a. Records -- Are they complete and correct?

b. Good staff morale -- Do you have it?

c. Are staff members completing correspondence courses and special courses?

d. Are staff members being advanced in rating and/or being moved to positions of greater responsibility?

e. Good trainee morale -- Is it evident?

f. Is there trainee attrition? If so, is instruction at fault?

g. Are there fewer serious problem cases among trainees?

h. Are there better reports from the Fleet on trainee success?

4. Follow-up Activities

After an examination of the data derived from the answers to the "Indicator" questions, weaknesses may be found in such areas as:

a. Testing

b. Instructor progress

c. Advancement rate

d. Trainee attrition rate

e. Records

Follow-up activities must be initiated. Subject matter of this nature now becomes the major part of the agenda for staff meetings, group meetings, etc.

The Officer-in-Charge must re-examine the In-Service Training Plan and initiate remedial action. It would be considered redundant to indicate the procedures to follow in working out these remedial activities. This guide has carefully delineated the methods of establishing corrective and constructive solutions.

In conclusion, when carefully developed to suit a particular service school, an effectively written in-service training program has certain important functions:

It provides the necessary goals and machinery to ensure effective operation,

It helps to ensure that no aspects of the in-service training program are slighted,

It helps to ensure that in-service training will continue to be alive and vigorous by providing the necessary guidelines for new staff personnel, and

It provides the system by which needed in-service training is fitted into the normal training schedule without detracting from the assigned training mission of the school.

APPENDIX A

Page

1. Bibliography

   a. References available through regular procurement channels 18

   b. Outside reference materials 18

   c. Functions of the Naval Administrator 19

BIBLIOGRAPHY

a. Reference materials available through regular procurement channels:

Bluejacket's Manual (latest edition)
Catalog of U.S. Naval Training Activities and Courses, NavPers 91769 (Series)
Constructing and Using Achievement Tests, NavPers 16808 (Series)
Course books appropriate to the rate involved
Disaster Control, NavPers 10899A
Division Officer's Guide, Noel, U.S. Naval Institute, Annapolis, Md.
Instructor Training - Excerpts from Naval Training Bulletin, NavPers 92050-A
Manual for Courts-Martial, United States, 1951
Manual for Navy Instructors, NavPers 16103 (Series)
Manual of Qualifications for Advancement in Rating, NavPers 18068 (Series)
A Manual for Use in the Preparation and Administration of Practical Performance Tests, NavPers 91961
Military Requirements for Petty Officer 1&C, NavPers 10057A
Naval Orientation, NavPers 16138 (Series)
Navy Regulations
The Petty Officer's Guide, Cope and Dyer
Principles and Problems of Naval Leadership, NavPers 15924A
Security Manual for Classified Information, OPNAV INSTRUCTION 5510.1 (Series)
Standard First Aid Training Course, NavPers 10081A
Training Publications for Advancement in Rating, NavPers 10052 (latest edition)
Uniform Code of Military Justice
United States Navy Film Catalog and latest supplement, NavPers 10000
United States Navy Leadership Manual, NavPers 15934A
United States Navy Safety Precautions, OPNAV 34-P1
USAFI Catalog, United States Armed Forces Institute, NavPers 15857 (Series)
U.S. Navy Uniform Regulations, NavPers 15665

b. The following list of references is one which has been found to be a useful addition to any service school library:

Discussion and Conference by Sattler and Miller; Prentice-Hall, Inc., 1954
Educational Psychology by Sawrty; Allyn and Bacon, 1958
Essentials of General Speech by Baird and Knower; McGraw-Hill, 1957
Handbook of Group Discussion by Wagner and Arnold; Houghton Mifflin Co., 1950
Human Relations in Supervision by Parker and Kleemeir; McGraw-Hill, 1951
Introduction to Psychology by Morgan; McGraw-Hill, 1956
Management Training - Cases and Principles by McLarney; Richard D. Irwin, Inc., 1955
New Understanding of Leadership by Ross and Hendry; Association Press, 1957
Psychology - Understanding Human Behavior by Sartain, North, Strange and Chapman; McGraw-Hill, 1958
Sizing Up People by Laird and Laird; McGraw-Hill, 1951
Supervision for Better Schools by Wiles; Prentice-Hall, 1955
Teaching by Machine by Stolurow (OE-34010 Cooperative Research Monograph No. 6), U.S. Government Prentice Office, 1961
Teaching Machines and Programmed Learning by Lumsdaine and Glaser; Department of Audio-Visual Instruction, National Education Association

FUNCTIONS OF THE NAVAL ADMINISTRATOR
NavPers 140001-140036

The following list is a series of CASE STUDIES dealing with typical administrative problems. These case studies are classified as programs, and they consist of a recording, leader's guide, and printed information for those in a discussion group.

Program 25 - The Navy Student

Program 26 - The Instructor

Program 27 - The Curriculum

Program 28 - Manpower Utilization

Program 29 - Setbacks and the Borderline Student

Program 30 - Instructors Committees

Program 31 - Supervision of Instruction (1)

Program 32 - Supervision of Instruction (2)

Program 33 - Utilizing Training Aids

Program 34 - BuPers and School Relationships

Program 35 - The In-Service Training Program

Program 36 - Evaluating the Results of Teaching

Copies of the above CASE STUDIES may be obtained from all Naval District Training Aids Sections, U.S. Naval Training Aids Centers, Treasure Island, California, and Brooklyn, N.Y., and U.S. Naval Training Aids Facility, San Diego, California.

APPENDIX B

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SAMPLE
WRITTEN IN-SERVICE TRAINING PROGRAM

U.S. NAVY SCHOOL, _____ INSTRUCTION 1510.7 (date)

From: Officer-in-Charge
To: All Staff Personnel

Subj: In-Service Training Program; establishment of

Ref: (a) SERVSCOLCOMD INST 1510.5
(b) A Guide for In-Service Training of Instructors Assigned to Navy Schools, NavPers 93338

Encl: (1) Plan for Improvement of Instructional Competence
(2) Plan for Induction of New Staff Instructors
(3) Plan for Improvement of Supervisory Competence
(4) Plan for Improvement of Leadership Competence
(5) Plan for Improvement of Technical Competence
(6) Plan for General Educational Broadening
(7) Plan for Training for Military Advancement

1. Purpose. Within the general guidelines set forth in reference (a), this instruction provides policies and procedures for the establishment of an in-service training program for all staff personnel attached to this school.

2. Policy. The establishment of the in-service training program shall be based upon the following general policies:

a. The program shall be designed and administered in such a manner as to give every staff member an opportunity to improve himself in as many ways as possible.

b. The program shall include, but not be limited to, the following kinds of training:

(1) Training designed to improve the individual's effectiveness as an instructor.

(2) Training designed to improve the individual's effectiveness in performing non-instructional duties (administrative, supervisory, clerical, etc.).

(3) Training designed to improve the individual's effectiveness as a Navy man.

c. The various activities included in the program shall grow out of the needs of the staff, the students, and the school.

3. In-Service Training Committee. An In-Service Training Committee is hereby established to assist the Officer-in-Charge in planning, administering, and controlling the program. The Committee will consist of a minimum of four (4) members selected to represent, on an equitable basis, the various organizational activities of the school. The Officer-in-Charge (or his designated representative) will act as the In-Service Training Officer and Chairman of the Committee. The Committee shall:

a. Recommend policies and procedures necessary for the amplification and implementation of the policies and procedures contained herein.

b. Select, indoctrinate, and train personnel who will carry out the details of the program, for example, the person responsible for publicizing correspondence courses, forwarding applications, and keeping records of progress.

c. Prepare long-range schedules, particularly the quarterly schedule of weekly in-service training meetings.

d. Assist, as necessary, those persons who are directly responsible for administering the details of the program. The Committee itself should not administer any significant part of the program; however, in no case should the Committee permit an in-service training project to fail for the lack of encouragement, suggestions, or assistance.

e. Be constantly aware of such things as changes in the needs of the staff, the students, and the school; lack of interest in certain facets of the program; and opportunities for improving the program which are being overlooked. Take whatever steps are necessary to enrich and improve the program.

f. Appointed representatives will make a formal annual report to the Officer-in-Charge. The report should contain, but is not necessarily limited to, the following:

(1) A brief factual report of each significant in-service training activity.

(2) Brief descriptions of meritorious activities.

(3) Weaknesses of the program together with recommendations for improvement.

(4) A statement covering the overall effectiveness of the program. Although this statement will be somewhat subjective in nature, it should be made as objective as possible by citing or taking into consideration such factors as staff morale, rate of advancement, enrollment in correspondence courses, trainee morale, trainee attrition, and trainee success in future billets.

4. In-Service Training Officer. The In-Service Training Officer shall:

a. Make every effort to maintain a dynamic and useful in-service training program.

b. Schedule a regular meeting of the In-Service Training Committee during the last week of each calendar month, on a day and at a time most convenient. He will also call additional meetings of the committee as needed.

c. Act as chairman at all regular meetings of the In-Service Training Committee, conduct all such meetings in a business-like manner, require oral progress reports from each sub-chairman, and ensure that necessary records are maintained.

d. Appoint new members to the committee as required.

e. Assign responsibilities to the members as required, including the assistant chairmanship if the size of the program warrants such action.

f. Provide advisory service to all sub-chairmen in the performance of their assigned tasks.

5. The Recorder. The Recorder's duties are as follows:

a. Keep a neat, legible, and complete record of all committee meetings.

b. Compile the information necessary to make a comprehensive written report of in-service training to the Officer-in-Charge each month.

c. Notify all committee members of impending special meetings, and issue a reminder of the time and date of regular meetings.

d. Present such oral reports as are required by the In-Service Training Officer in the committee meetings.

6. Phases of the Program. The program will include the following phases:

a. Instructor indoctrination phase (for new instructors)

b. Instructor improvement phase

c. Military improvement phase

d. Cultural improvement

Details of the training conducted under each of the various phases are described in reference (b). The phases are not envisioned as limiting if other training elements are desired.

7. Action. The In-Service Training Committee will formulate specific plans and procedures which will be presented to the staff at a general staff meeting. Personnel assigned specific duties under the general plan will take whatever steps are necessary to effect a functioning organization within their assigned areas. Enclosures (1) through (7) may serve as a basis for selection of appropriate reference materials to support a well-balanced program.

(SIGNATURE)

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SAMPLE

PLAN FOR IMPROVEMENT OF INSTRUCTIONAL COMPETENCE

I. Discussion: In order to accomplish the mission of the school, it is necessary that instruction be of the highest quality. The In-Service Training Officer will place primary and continuing emphasis on this aspect of in-service training in this school. A dynamic program should be maintained. It should be designed to up-grade and hold at the highest possible level the instructional competence of all members of the instructional staff.

II. Plan: In order to ensure the development of this program, the following suggestions are offered:

A. Classroom Evaluation.

1. A visual status board should be maintained, listing all instructors actually teaching and showing the date of the last evaluation.

2. An individual file should be kept for each instructor with copies of evaluation completed on him.

3. A monthly schedule of classroom evaluations should be developed. Every instructor should be evaluated as often as possible to insure effective instructional procedures.

4. Classroom evaluation duty will be carried by personnel as assigned by the In-Service Training Officer. "Off-platform" instructors may be used to supplement the corps of evaluators as needed.

5. Evaluators should utilize "The Guide for Evaluation of Instruction" (NavPers 799 - Rev. 1-61) in classroom evaluation, and will keep all written evaluations in duplicate. The general plan for classroom evaluation should be as is indicated on the reverse side of NavPers 799. See sample in Appendix E.

6. All evaluators should offer constructive suggestions, as needed, for improvement. These suggestions should be in the form of a written statement and also orally in the follow-up interview.

7. Appropriate staff personnel will carefully review all evaluation reports and should assist the instructor to eliminate any short-comings indicated in the evaluation.

8. A current file should be maintained on the progress of the classroom evaluation.

B. Group Meetings.

As an aid to strengthening general shortcomings in staff instructional competence, plan staff group meetings. These planned group meetings should discuss such topics as: Introductions, Summary Techniques, Oral Questioning Techniques, Demonstration Techniques, Use of Training Aids, etc. In addition, the groups should utilize appropriate procedures such as panel-forums, group discussions, illustrated lectures, films, lecture-forums, etc.

C. Rotation.

1. An effective instructional rotation program will provide each instructor with an opportunity to teach various units of subject matter. The rotation program should be consistent with the needs and mission of the school.

2. A record of instructor activities should be maintained with appropriate symbols indicating the subject matter units where the instructor is: Qualifying, Qualified, or Teaching.

3. A monthly report should be maintained listing the number of instructors qualifying in new units, and the number of instructors taking over new units.

Each staff instructor will have satisfactorily completed a four-week instructor training course--or an appropriate refresher course--as a prerequisite for teaching.

SAMPLE

PLAN FOR INDUCTION OF NEW STAFF MEMBERS

I. Discussion: The indoctrination of new staff members is extremely important to the new man as well as to the school. It is important that the new instructor shoulder his part of the instructional load at the earliest possible moment. In order to ensure an effective indoctrination program, the following plan is suggested.

II. Plan:

A. Supervision during the induction of new staff members will consist of taking a close, personal interest in each inductee to insure that the indoctrination is complete and thorough.

B. New staff members should be provided with an indoctrination check-off list (see attached sample). This list should contain the names of the new staff member, the Technical Training Officer or his equivalent, the Instructor Supervisor, and the Chief Master at Arms. The first phase of the indoctrination should start with introducing the new staff member to the Technical Training Officer.

C. A monthly report of new staff members participating in the indoctrination program should be submitted to the Officer-in-Charge.

SAMPLE

INDOCTRINATION CHECK-OFF LIST FOR NEW STAFF INSTRUCTORS

To the new staff instructor: _____

WELCOME ABOARD: We are happy to have you as a member of our school staff. The following personnel will assist you during your indoctrination period.

* *

	Date Scheduled	Initial as Completed
1. _____, Technical Training Officer, will assist you as follows:		
a. Provide introductions to the Officer-in-Charge and Assistant Officer-in-Charge.	_____	_____
b. Provide introductions to office personnel.	_____	_____
c. Explain MISSION of the school.	_____	_____
d. Provide you with a copy of "School's Organization and Regulations Manual."	_____	_____
e. Explain the Command organization.	_____	_____
f. Explain the school's organization including the duties and responsibilities of your billet.	_____	_____
g. Explain the school's In-Service Training Program and provide you with a copy of the written program.	_____	_____
h. Introduce you to the Instructor Supervisor.	_____	_____
2. _____, the Instructor-Supervisor, will assist you as follows:		
a. Provide a guided tour of the school and Command.	_____	_____
b. Aid and assist you in personal matters such as parking space, housing, messing facilities, records, etc.	_____	_____
c. Explain school rules and regulations.	_____	_____
d. Discuss school's curricula, training schedules, etc.	_____	_____
e. Explain school and Command library facilities.	_____	_____
f. Introduce you to staff instructors.	_____	_____
g. Assign you a desk space, necessary materials, etc.	_____	_____
h. Discuss and select subject matter areas for you to teach.	_____	_____
i. Provide you with instructional materials covering the selected subject matter areas.	_____	_____
j. Provide you with necessary text and reference materials.	_____	_____
k. Assign you to "under study" an instructor and make sure follow-up interviews are held.	_____	_____

	Scheduled	Completed
l. Explain testing procedures and grading procedures.	_____	_____
m. Introduce you to the Chief Master at Arms.	_____	_____

3. _____, Chief Master at Arms, will assist you as follows:

a. Explain trainee check-in procedures at Regimental Office.	_____	_____
b. Explain school and barracks watch-standing policies.	_____	_____
c. Explain "Night-Study" policies and procedures.	_____	_____
d. Fill out staff locator card.	_____	_____
e. Explain supply room procedures.	_____	_____
f. Assist in solving any remaining personal problems.	_____	_____

TO THE NEW STAFF MEMBER:

If you have additional questions, please feel free to contact any of the people that you have talked with during this phase of your indoctrination. When you have completed this check-off list, please return it to the Technical Training Officer.

_____, Officer-in-Charge

SAMPLE

PLAN FOR IMPROVEMENT OF SUPERVISORY COMPETENCE

I. Discussion: The In-Service Training Officer will plan and conduct additional activities necessary to effectively upgrade the supervisory abilities of the personnel concerned. Group meetings will be held separate from meetings of the instructional staff.

II. Plan:

A. Personnel assigned to supervisory duties will be required to take the four-week Instructor Training Course and the School Administration Course, Course "G", as offered in the nearest BuPers-sponsored Instructor Training School.

B. New supervisory personnel will receive their indoctrination in two phases as follows:

1. Phase I - The applicable portions of "The Indoctrination Check-Off List for New Staff Instructors".

2. Phase II - A meeting with the Officer-in-Charge and the Technical Training Officer to discuss duties and responsibilities in Management, Supervision, Evaluation, and Military Leadership.

C. Supervisory personnel should participate fully in the classroom evaluation program.

D. Group meetings should be held frequently to discuss classroom evaluations and methods that will strengthen the abilities of the supervisors to conduct such evaluations.

E. Group meetings should be held frequently to discuss problems of leadership, management, and supervision with the view to generally upgrading the abilities of supervisory personnel to deal with such matters.

F. As appropriate, selected problems from "Functions of the Naval Administrator" (NavPers 140001-140036 series) should be utilized to provide the basis for discussion of administrative problems.

G. Supervisors should avail themselves of supervisory level courses of instruction through United States Armed Forces Institute program and the local schools.

H. The In-Service Training Officer will include, as a portion of his monthly report, activities conducted in the previous month to improve supervisory competence.

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SAMPLE

PLAN FOR IMPROVEMENT OF LEADERSHIP COMPETENCE

I. Discussion: General Order 21 provides the reason for this phase of in-service training as well as clues to "what" should be included. It is important that every individual in the Navy, and particularly those assigned to duty in Service Schools, discharge their duties with the highest standards of personal leadership. To this end, a continuing and dynamic effort should be maintained to improve the leadership potential of all staff members.

II. Plan:

A. The following references will be useful in planning program activities:

1. General Order 21. (May 1963)

2. United States Navy Leadership Manual, NavPers 15934.

B. Leadership training activities should be planned to solve existing local problems.

C. Emphasize personal leadership through the following:

1. Morning quarters

2. Inspections

3. Bulletin board

4. Leadership Publications

5. Films

6. Self-evaluation devices

7. Small-group discussions

8. Guest Speakers

9. Other Printed Material

D. Local leadership schools and Leadership Field Team units have available suggestions, up-to-date materials, etc., which may be useful in implementing leadership programs.

E. The following materials should be available to staff members for utilization as a means of self-improvement:

1. Department Head/Division Officer Leadership Check-List, NavPers 15918.

2. Chief Petty Officer/Petty Officer Leadership Check-List, NavPers 15919.

SAMPLE

PLAN FOR IMPROVEMENT OF TECHNICAL COMPETENCE

I. Discussion: Every staff member will have an opportunity to improve his technical competence during the time that he is assigned as a staff member of this school. The Technical Training Officer and/or other appropriate members of the In-Service Training Committee should strive to make this plan as effective as possible.

II. Plan:

A. Rotation. Each instructor should have an opportunity to rotate his teaching assignments and thus gain technical competence through close association with the various areas of technical subject matter.

B. "Sitting-In". Another means of improving technical competence is to schedule regular classroom observation ("sit-in") periods for instructors. Instructors may be scheduled, upon request, to "sit-in" on appropriate units being taught in other (and similar) schools.

C. Library. New material of a technical nature should be approved by the In-Service Training Officer and Technical Training Officer prior to purchase. As soon as possible, staff members should be notified of the new material and its availability for utilization.

NOTE: Some of this material may be suitable as topics for staff meetings. In addition, Navy technical publications should be made available through the staff library.

D. Field Trips. If appropriate, field trips should be scheduled to visit schools, factories and laboratories using or developing similar instructional equipment. Following each field trip,a meeting should be called to determine the merits of the trip and ideas gained.

E. Staff Meetings. As needed, staff meetings should be held to discuss subjects of a technical nature. Highly qualified staff members should illustrate the following methods: demonstration, lecture and lecture-forum.

F. Staff members should be notified as to the available technical courses offered through the United States Armed Forces Institute program or nearby high schools or colleges.

SAMPLE

PLAN FOR GENERAL EDUCATIONAL BROADENING

I. Discussion. As petty officers, many Navy men have come to realize the values to be derived from education. In this respect, a tour of shore duty provides the Navy man with an excellent opportunity to utilize his off-duty hours in the useful undertaking of continuing or completing his formal education. Under the guidance of the In-Service Training Officer, a dynamic program should be designed to publicize educational opportunities and provide assistance to staff members in taking advantage of such opportunities.

II. Plan.

A. The In-Service Training Officer should:

1. Thoroughly familiarize himself with the services offered through the local Information and Education Office in order to pass available information along to staff members.

NOTE: It is not intended that the In-Service Training Officer usurp any of the functions of the Information and Education Office, but rather, to act as local liaison.

2. Maintain a file of the latest information on United States Armed Forces Institute courses, including the methods, procedures, and regulations governing such courses.

3. Maintain a file of the latest information (pamphlets, course catalogs and correspondence courses offered) relating to local (or nearby) colleges, universities, etc.

4. Maintain a file of the latest information on local (or nearby) adult night-school courses.

5. Utilize assigned school bulletin boards to publicize educational opportunities available. Such displays will be made in an interesting and colorful manner calculated to draw attention, and designed to explain educational opportunities available.

6. Ensure, by appropriate announcements at staff meetings, that the entire staff is aware of the fact that educational advisory services are available.

7. Procure any publicity material available through the Information and Education Office and utilize such material in bulletin board displays or in such other manner as is calculated to be of greatest benefit to the staff members.

8. Make a monthly report at the regular meeting of the in-service training committee relative to:

a. Numbers taking advantage of the educational opportunities (by name and course).

b. Suggestions for future implementation.

c. Request discussion and additional ideas for implementation from the committee.

SAMPLE

PLAN OF TRAINING FOR MILITARY ADVANCEMENT

I. Discussion. The purpose of this plan is to make it possible for service school staff personnel to plan and prepare for advancement in an orderly and organized manner.

The In-Service Training Officer should maintain a dynamic program of training, based upon the latest available information and materials, which is calculated to assist staff members to prepare for military advancement.

II. Plan

A. The In-Service Training Officer should:

1. Maintain on hand the following publications and will familiarize himself with applicable portions of their contents.

a. Training Publications for Advancement in Rating, NavPers 10052
b. Catalog of U.S. Naval Training Activities and Courses, NavPers 91769
c. Naval Training Bulletins, NavPers 14900
d. Manual of Qualifications for Advancement in Rating, NavPers 18068
e. Special Materials
(1) Appropriate course books
(2) Appropriate technical publications
(3) Military Requirements for PO 1 and C, NavPers 10057
(4) Naval Orientation, NavPers 16138-D
(5) The Petty Officer's Guide by Cope and Dyer
(6) The Bluejacket's Manual (latest edition)
(7) General Training Course for Petty Officers, NavPers 10602-A
(8) Division Officer's Guide by Mosi
(9) Security Manual for Classified Information, OPNAV INST 5510.1B
(10) United States Navy Safety Precautions, OPNAV 34P1
(11) ABC Warfare Defense, NavPers 10099
(12) Standard First Aid Training Course, NavPers 10081
(13) U.S. Navy Uniform Regulations, NavPers 15665
(14) U.S. Navy Regulations
(15) Extracts from the Uniform Code of Military Justice, NavPers 10873

2. Keep the staff informed as to the latest changes in NavPers 18068 affecting the rating concerned. Changes as publicized in the Naval Training Bulletin (NavPers 14900) will be publicized.

3. Arrange, upon request from the staff, special off-duty classes covering pertinent subject matter areas as outlined in NavPers 18068.

4. Provide continuous motivation and encouragement for staff instructors to complete mandatory correspondence courses.

5. Make arrangements for selected staff instructors to "sit in" on appropriate subject matter units or in-service training session as presented in other school.

6. Encourage and provide appropriate facilities for both self-study and small group discussions in preparation for advancement examinations.

7. Keep up to date on the appropriate BuPers Instructions in the 1000 and 1500 series which refer to advancement opportunities in Limited Duty Officer, Navy Enlisted Scientific Education Program. In addition to making announcements to the staff relative to such programs, he should procure copies of the local Command instructions corresponding to the BuPers Instructions and post them on the staff bulletin board.

8. Work closely with the Plan for Improved Technical Competence and the Plan for Improving Supervisory Competence to ensure that each has the benefit of the other's planning, and to correlate their efforts.

9. Ensure that appropriate entries are made in staff member's copies of the Record of Practical Factors, NavPers 760. Further, that appropriate portions of NavPers 760 are utilized as guides for planning of in-service training activities.

10. Ensure that a selected staff member is being "checked out" in the supervising of this Plan.

11. Make progress reports at the regular monthly meeting of the In-Service Training Committee.

APPENDIX C

Page

1. Sample Monthly In-Service Training Report 35

SAMPLE

MONTHLY IN-SERVICE TRAINING REPORT

(Date)

From: Officer-in-Charge, Electrical Schools
To: Commanding Officer, Service School Command

Subj: (Date) In-Service Training Report for Month of

Ref: (a) SSC INST 1000.8B of 4 August 1960
(b) ELECSCOLS INST 1000.8 of 27 September 1960

1. In accordance with references (a) and (b), subject report is hereby submitted.

2. In-Service Training Conducted.

a. Instructional improvement

(1) 44 of 48 instructors teaching were evaluated in their classroom work. Follow-up interviews held on discrepancies noted.

(2) Four (4) instructors rotated to new areas of subject matter in conformance with school's regular rotation policy. (Total: 60% of applicable instructors rotated since (Date)).

(3) Staff meetings held on general weaknesses discovered through evaluation of classroom work:

DATE	TOPIC	METHOD	CHAIRMAN	ATTEND.
(Date)	Oral Questioning Techniques	Illus. Lecture	TTO	64
(Date)	Demonstration-Performance Method	Lecture-Demon.	Staff Inst.	60

b. Moral Guidance Training

DATE	TOPIC	METHOD	CHAIRMAN	ATTEND.
(Date)	Moral Guidance	Lecture-Discussion	Chaplain	64
(Date)	Moral Guidance	Lecture-Discussion	Chaplain	63
(Date)	Moral Guidance	Lecture-Discussion	Chaplain	64
(Date)	Moral Guidance	Lecture-Discussion	Chaplain	60

c. Leadership Training

NOTE: Staff is divided into four (4) groups of 15-20 men each for the purpose of discussion. One staff member (a graduate of the Leadership School) is assigned as chairman of each group.

TOPIC	GROUPS: A	B	C	D
1. Film-Discussion: "The Code"	(Date)	(Date)	(Date)	(Date)
2. Film-Discussion: "Role of Junior Officer"	(Date)	(Date)	(Date)	(Date)
3. Discussion: "Military Conduct"	(Date)	(Date)	(Date)	(Date)
4. Discussion: "Citizenship Responsibilities of the PO"	(Date)	(Date)	(Date)	(Date)

d. General Educational Improvement

(1) Three (3) Instructors enrolled with U.S. Armed Forces Institute (High School Level).

(2) Two (2) instructors enrolled in technical courses in adult evening courses at local high school.

39

(3) Several basic reference books on grammar added to staff library; additional dictionaries procured for staff instructor's office.

e. Improvement of supervisory competence (administrators)

DATE	TOPIC	METHOD	CONDUCTED BY	ATTEND.
(Date)	Techniques of Interview	Lecture	Civilian Specialist	9
(Date)	Interviewing	Role-Playing	Staff	9
(Date)	Interviewing	Discussion	OIC	9

Respectfully submitted,

_____ OIC, Electrical Schools

APPENDIX D

Page

1. Resumé of two very appropriate in-service training meetings

   a. How to Prepare and Present a Panel-Forum 38

   b. How to Prepare for and Conduct Group Discussion 41

HOW TO PREPARE FOR AND CONDUCT A PANEL-FORUM

INTRODUCTION

The panel-forum is a mode of communication which may be effectively employed in presenting information relative to a rather broad topic. When carefully planned and effectively executed, a panel-forum is dynamic, interesting, and captures the full attention of the listeners. This resumé of the panel-forum method is intended to provide certain basic information relative to this method.

SUBJECT MATTER

1. Definition: The panel-forum is a mode of communication in which selected participants, under the direction of a chairman (or moderator), present assigned phases of a broad topic to a listening audience. The audience is invited to participate through questions directed to individual panel members near the end of the time allotted for the presentation.

2. Purposes: There are many uses for a panel-forum. Some of the more apparent uses are as follows:

   a. To offer information, in an informal manner, on any important topic or problem.

   b. To explore the various aspects of any problem.

   c. To consider the advantages and disadvantages of various courses of action.

   d. To develop audience interest in a particular topic or problem.

   e. To provide an opportunity for audience members to listen to specialists discuss important topics or problems.

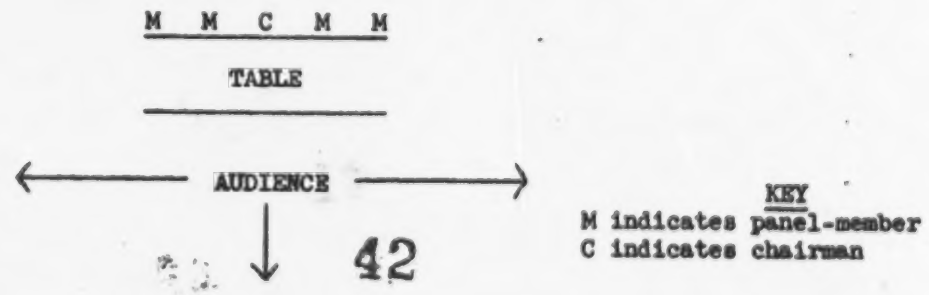
3. Personnel:

   a. Chairman: The chairman, or moderator as he is sometimes called, is the individual who acts as the leader and "go-between" for the panel members and audience. The person selected for this duty should have a pleasing and friendly personality, a good understanding of human relations and group dynamics, a quick mind, and a good overall understanding of the topic to be presented. His duties consist of originating and conducting the pre-panel conference with the panel members, and in conducting the panel-forum in a smooth and intersting manner.

   b. Panel Members. A "panel" is usually made up from three to five persons who have special knowledge or interest in the topic or problem to be presented. They should be persons who can offer various views on the subject and are capable of expressing themselves in a clear and interesting manner. The number of members on a panel will be determined by various factors including such things as breadth of the topic to be presented, time allowed for the presentation, the availability of qualified panel personnel, size of the audience, etc.

   c. Audience. The audience is made up of all other members of the group who are not a part of the panel. A good audience does more than listen passively. Members of the audience should pay strict attention and listen actively. In addition, members should mentally formulate specific questions that they wish to direct to panel participants during the following "forum period."

4. Physical Arrangements



5. Planning for the Panel-Forum

a. Chairman should call a meeting of panel members far enough in advance so that suitable and adequate preparations may be made to ensure that the presentation is a success.

b. The chairman should lead a discussion with the panel members to explore the various aspects of the overall topic.

c. The topic should be divided into suitable areas and one area should be assigned to each member for development.

d. Members should assist each other in developing the various areas and in locating suitable reference materials or training aids.

e. The chairman should ensure that each member clearly understands hov much time he has for his presentation and the procedure by which the panel-forum will be conducted. Included in this will be an agreement as to sequence of individual presentations by members.

6. Presenting the Panel-Forum

NOTE: Unless necessary for a panel member to arise to make use of a training aid, the panel should remain seated during the entire presentation. A general atmosphere of informality should prevail.

a. Introduction by the chairman.

(1) Greet audience and introduce self.

(2) Introduce subject to be presented.

(3) Develop interest: Importance of subject, pertinent data or interest material, value to audience, etc.

(4) Introduce panel members by name (give personal backgrounds if necessary). Explain the role of each panel member.

(5) Explain how panel will proceed:

(a) Order of presentations.

(b) Approximate time for each presentation.

(c) Role of Chairman in summarizing.

(6) Stress the forum part of the panel-forum. Invite audience to jot down (or remember) questions to be directed to panel members later.

b. Panel presentations.

(1) Panel members to make presentations as called upon the chairman.

(2) Chairman should summarize the "key" ideas presented following each presentation.

(3) At conclusion of the presentations, chairman should announce the opening of the "forum" and invite questions from the audience.

c. Forum.

(1) During the "forum" period the chairman has the following duties:

(a) Recognize raised hands in the audience.

(b) Require the audience member to identify himself.

(c) Insist that the audience member direct his question to a specific panel member.

(d) Maintain good order.

(2) When no further questions are forthcoming, the chairman should:

(a) Thank the panel members for their contributions.

(b) Thank the audience for their interest and participation.

(c) Close the meeting.

HOW TO PREPARE FOR AND CONDUCT A GROUP DISCUSSION

INTRODUCTION

Group (e.g. Directed) Discussion is frequently employed as a method in in-service training meetings. This method is particularly effective for small groups, especially when the solution to the problem involved hinges upon exchange of ideas, opinions, and attitudes. This brief resumé of the directed discussion method is intended to provide certain basic information relative to the use of this method.

I. Preparation

A. Study your assigned problem carefully. If necessary, outline it to ensure that you have all the pertinent facts clearly in mind. DO NOT RUSH THROUGH THIS PHASE.

B. Analyze the problem. (e.g. THINK it through carefully)

1. Ask yourself: "What principle(s) is involved here?" Is it one of communications, loyalty to superiors, looking out for subordinates, discipline, basic moral principles, patriotism, etc.?

2. Ask yourself: "What should my specific goals be in the discussion?" This you will know ONLY after determining what principle is involved. (See para. A. above.) List the objectives and plan your questions around them later.

3. Ask yourself: "How am I going to arrive at my goals?" Most poor discussion are poor because of inadequate attention to this "Thinking through" phase. Try to visualize how you will introduce the problem, set the stage, what kinds of questions you will use. Try to visualize the difficulties that your questions may lead you into. THINK THROUGH THE PROBLEM.

C. Prepare a discussion guide (plan). DO NOT OMIT ANY OF THE FOLLOWING:

1. Introduction.

2. Discussion questions (and subject matter outline if necessary.).

3. Indicate points of summarization during discussion.

4. Final summarization.

II. Holding the Discussion

A. INTRODUCTION

NOTE: FROM THE VERY START, THE GROUP LEADER MUST EXHIBIT A FRIENDLY, SINCERE AND INTERESTING MANNER. RAPPORT (e.g., harmonious relationship) is extremely important to effective group relationships.

1. Introduce self and explain role as chairman.

2. Introduce other participants. (if others are used)

a. Recorder and his role (e.g., duties)

b. Committee members (and their duties, etc.)

3. Introduce the topic or problem (or title)

4. Provide the background for discussion.

a. May be done orally. (If so, MUST be carefully prepared)

b. May be accomplished with printed material. (Request members to read carefully. State time allowed for study of problem)

c. May be done by film or transparency or other projected materials. If so, introduce carefully.

5. Explain the goals of the discussion. (e.g., "What we are going to accomplish.") BE SPECIFIC.

6. Explain the rules "by which we will operate."

   a. Time limitations.

   b. Whether there should be a "show of hands" - or whether there will be no control over contributions.

   c. Request ALL to contribute their honest opinions and ideas.

   d. Request ALL to listen carefully to others' contributions.

   e. Emphasize that much of the value in discussion lies in listening to and exchanging ideas relative to others' suggestions.

NOTE: MANY DISCUSSIONS FALL FLAT BECAUSE OF IMPROPER ATTENTION TO AN INTRODUCTION. PLAN THIS CRITICAL PHASE CAREFULLY. EFFECTIVE "STAGE-SETTING" IS IMPORTANT!!

B. DISCUSSION

1. General

   a. Content and procedure are both important. We discuss to arrive at useful principles. We do not discuss just to discuss.

   b. Questions must be carefully planned to aid in reaching goals. They should be provocative and cause members to think and be willing to contribute.

   c. Everyone should be encouraged to participate. More talkative members should not be allowed to dominate. Shy members should be encouraged to contribute. The leader should strive for interchange, as well as a generally well-balanced participation.

2. Questions.

NOTE: There is no single rule for questions that applies equally well under all conditions. Planning of questions, as well as how and when to use them, is the responsibility of the group leader. In general, however, it seems to work best to start out with "general type" questions which can provoke interchange, and then follow with more specific questions to probe and pin down various areas.

   a. "General type" questions which can be developed through guided interchange.

      (1) Ask for a definition

      (2) Ask for an opinion

      (3) Ask for an experience

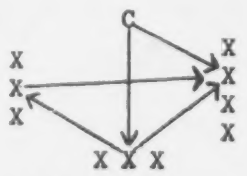
      (4) Ask for information

      (5) Ask for an estimate

      (6) Ask for an explanation

      (7) Ask for a justification

      (8) Ask for a summarization



b. "Specific type" questions which can be used to probe and pin down areas.

(1) "What" questions to get at opinions and facts.

(2) "Who" and "Where" questions to get at sources of opinions or facts.

(3) "Why" questions to get at reasons and causes.

(4) "How" and "When" questions to help narrow down discussion and get to specific cases.

3. Summarizations

a. Occasional (or frequent) summaries are important to good discussion. DON'T OMIT!

(1) They show the group that progress is being made.

(2) They assist in organizing the main ideas presented in a logical manner.

(3) They assist in keeping the group headed toward the established goal.

(4) They aid the recorder in organizing his notes.

b. The discussion leader can indicate points of summarization in his discussion guide to ensure that he doesn't overlook this important item.

c. Summarizations, during the course of the discussion, should be handled by the discussion leader who might say "Let us stop just a moment now to summarize the main ideas that we have agreed upon." Then orally, or together with suggestions from members, should summarize the main points covered to this point.

NOTE: The Recorder should be instructed, prior to the meeting, to wait for these summarizations to begin his recording. He should not record the contributions and various interchanges which take place before the summarizations.

d. The Final Summarization

(1) The final summarization is an important part of the discussion and should never be omitted.

(2) In cases where the Recorder is using the chalkboard, the Chairman may orally present the "highlights." When the Recorder is keeping a "pencil and paper" record, the Chairman should call upon the Recorder to read the final summarization.

(3) In any case, the Final Summarization should cover ALL the major ideas brought out during the entire discussion.

(4) It is polite, after the reading of the Summarization, for the Chairman to inquire of the group whether anything has been omitted.

APPENDIX E

Page

1. Sample of Suggested Forms

   a. Format for a Record of In-Service Meeting 45

   b. Quarterly In-Service Training Attendance Record 46

   c. Format for a Quarterly In-Service Training Schedule Record 47

   d. Guide for Evaluation of Instruction, NavPers 799 (Rev. 1-61) 49

   e. Self-Evaluation Test for Instructors, NavPers 91821 51

   f. Record of Instructor Evaluations 53

IN-SERVICE MEETINGS

SCHOOL
IT/LDR/CIAC

DATE _____

DISCUSSION LEADER _____

TOPIC:

TIME STARTED _____ TIME SECURED _____

GENERAL PARTICIPANTS:

ABSENTEES:

PRESENTATION:

PROPOSALS FOR FOLLOW-UP ACTIVITIES:

REMARKS:

Signature O-in-C

Discussion Leader

Approved as presented

Use reverse side for additional remarks

SAMPLE QUARTERLY IN-SERVICE TRAINING ATTENDANCE RECORD

MONTH	JULY				AUG				SEPT			
PERSONNEL WEEK	1	2	3	4	1	2	3	4	1	2	3	4
JONES, E.M. LT, USNR	X											
SMITH, E.R. BM1	L											
BROWN, M.N. ET3	D											

CODE

PRESENT - X
ON LEAVE - L
OFFICE DETAIL - O

ASSIGNED DUTIES - D
TAD - TAD

QUARTERLY IN-SERVICE TRAINING SCHEDULE RECORD

QUARTER, FISCAL 19 _

_____ SCHOOL/ADMIN
(Fill in or Delete as req)

REF: NAVSCOLSCOMD INST _____

_____ 19 _
(MONTH)

	TOPIC	DISCUSSION LEADER	REFERENCE	NUMBER PRESENT	REMARKS
FIRST WEEK HOUR & DATE	"DISCIPLINE"	TUCKER, DCC	G.O. 21 BJM BUPERS NOTE ___	47	Substituted for film not available
SECOND WEEK HOUR & DATE	TRAINING AIDS	HENNESSEY, BM1	NAVPERS _____	16	Substituted for original topic due presence of guest speaker
THIRD WEEK HOUR & DATE	LEADERSHIP "PRECEPTS & EXAMPLE"	SMITH, CSS	NAVAL INST APR 1960	22	Due enthusiastic response, recommend this subject be further developed, etc.
FOURTH WEEK HOUR & DATE	PRINCIPLES OF APPLICATION	JONES, ET1	NAVPERS _____	47	

5-51

_____ 19 _
(MONTH)

	TOPIC	DISCUSSION LEADER	REFERENCE	NUMBER PRESENT	REMARKS
FIRST WEEK HOUR & DATE					
SECOND WEEK HOUR & DATE					
THIRD WEEK HOUR & DATE					
FOURTH WEEK HOUR & DATE					

GUIDE FOR EVALUATION OF INSTRUCTION
NAVPERS 799 (REV. 1-61)

Read instructions on reverse side before filling in this form.

INSTRUCTOR			RATE OR GRADE	EVALUATOR	INSTRUCTOR'S INITIAL
DATE	**TIME**	**SCHOOL:** **CLASS:** **DIVISION:**		**TITLE OR NATURE OF LESSON**	**TYPE OF LESSON:** ☐ KNOWLEDGE ☐ SKILL

ITEM	COMMENTS (In space below, write comments pertinent to the evaluation. Use other side for additional comments)
INTRODUCTION 1. Content a. Topic displayed b. Objectives stated c. Value to student 2. Effect	
PRESENTATION 1. Knowledge of subject matter 2. Organization and coverage a. Follows lesson plan b. Lesson completed 3. Telling procedures a. Logical sequence b. Nomenclature covered c. Clearly explained 4. Showing procedures a. All see equipment b. Operation shown 5. Doing procedures	
TRAINING AIDS 1. On level with lesson 2. Displayed properly 3. Strengthened instruction	
APPLICATION 1. Discussion 2. Note taking 3. Performance	
SUMMARY 1. Effective coverage by: a. Telling, questioning, etc. 2. No new material	
ASSIGNMENT 1. Specific, oral and visual 2. Due date	
USE OF LESSON PLAN 1. As guide (sequence) 2. Follows objectives 3. Amount of subject matter	
QUESTIONING 1. Proper technique (Quality and Quantity)	
INSTRUCTOR CHARACTERISTICS 1. Voice 2. Leadership (Control of Class) 3. Enthusiasm 4. Appearance 5. Mannerisms	
PHYSICAL CONDITIONS 1. Heat, light, ventilation 2. Arrangement, seats	
GENERAL EVALUATION OF INSTRUCTOR (Circle one)	- STRONG -- SATISFACTORY -- WEAK

NAVPERS 799 (REV. 1-61)

GUIDE FOR EVALUATION OF INSTRUCTION

This guide is designed to assist both the evaluator and the instructor in improving instruction. They should discuss the notes made on it soon after the observed lesson. The relationship between the instructor and evaluator must be one of understanding and cooperation in which both work to reach the same goal of obtaining the best instruction possible. Use the following procedures for observation and improvement:

1. Make advance arrangements with the instructor to assure observation of a typical lesson. Advise the instructor that the purpose of your visit is to assist in the improvement of instruction, not to participate in the class work.

2. Inform yourself about the instructor, trainees, and work underway.

3. Arrive before the class starts. Locate a suitable place for observation. If late, enter and locate yourself as quickly and inconspicuously as possible.

4. Observe the entire lesson. Avoid being conspicuous when taking notes.

5. Use the items in the left hand column as a guide for the evaluation of the lesson presentation. Evaluate all applicable items: enter meaningful comments rather than grades or single words. Make suggestions for the improvement of weak areas and commend the instructor on the strong points of instruction. An over-all evaluation should be given on the basis of strong, satisfactory and weak. Place evaluation analysis in the space provided in the lower left hand corner of this guide.

6. Provide the instructor with a completed copy of the evaluation guide.

7. Observe the instructor in various teaching situations: teaching knowledge and skill, supervising practical work, conducting reviews and examinations, etc.

8. Maintain a file of evaluation guides for each instructor for use in determining the extent of his improvement.

ENTER ADDITIONAL COMMENTS FROM OTHER SIDE OF GUIDE

NavPers 91821

SELF-EVALUATION TEST FOR INSTRUCTORS

Here Is a Chance to Find Out How Good Your Teaching Practices Are

Directions for using the test

This test consists of 25 questions, each of which has been given a maximum score. A question is valued according to the part it has in making a good instructor.

The test assumes that you know your subject matter well. No matter how skillful you may be in teaching, you cannot be a good instructor unless you learn your subject thoroughly and keep alert for all new developments in your field.

Read each question carefully. Then consider all the good practices that add up to make the maximum score. After this, estimate as well as you can how closely you are following good practices and score yourself accordingly.

Remember this is a self test. Its value for you will depend upon how honest you are with yourself. When you have finished, add up your score and compare it with this scale:

90 or above is outstanding — **70 to 79** is average
80 to 89 is above average — **62 to 69** is below average

If your score is below 62, you will know that there is a definite need for you to improve. You will have to change many of your teaching habits.

	My Score	Maximum Score
1. Do I check the physical aspects of my classroom, shop, or laboratory?	( )	**(4)**

Good instructors make every effort to improve the environment. They insist on:
(1) Good lighting
(2) Proper heat
(3) Good ventilation
(4) Good equipment
(5) Best possible arrangement of equipment

2. Do I introduce myself at the first session?	( )	**(1)**

Good instructors:
(1) Write name on blackboard
(2) Pronounce their names
(3) Tell something of their background

3. How well do I learn names?	( )	**(3)**

Good instructors:
(1) Make out seating charts, particularly for large groups
(2) Address questions to individuals
(3) Use principle of association

4. Do I get essential information regarding each trainee?	( )	**(4)**

Here are some suggestions on how to get it:
(1) Use Qual cards if available
(2) Have men fill out a questionnaire
(3) Interview each man
(4) If time does not permit interviewing all trainees, talk to those who seem to need special attention

5. Am I punctual and do I expect punctuality?	( )	**(2)**

Good instructors:
(1) Start their classes on time
(2) Are punctual for all appointments and expect the same from the men

	My Score	Maximum Score
6. Am I an example of good military bearing and neatness?	( )	**(2)**

Good instructors recognize that:
(1) They are leaders
(2) Good example has value

7. Do I address the class effectively?	( )	**(2)**

Good instructors:
(1) Talk to everyone, including trainees in the back row
(2) Avoid personal mannerisms, particularly distracting ones
(3) Judge their effectiveness, to some extent, by observing expressions
(4) Do not talk to the blackboard or walls

8. Am I careful with words?	( )	**(4)**

Good instructors:
(1) Make their points clear by using words which can be understood
(2) Always explain the meaning of unfamiliar or technical terminology and write the terms on the blackboard
(3) Recognize that abusive language or profanity engenders disrespect and will not force trainees to learn
(4) Avoid sarcasm

9. Do I develop a satisfactory lesson plan for each class?	( )	**(12)**

A good lesson plan has:
(1) A simple but complete statement of what the trainees are expected to learn
(2) A list of equipment and materials needed, including training aids: charts, films, recordings, film strips, etc.
(3) An introduction for the lesson
(4) Ways of presenting the lesson
(5) Application and testing procedures.
(6) Summary of lesson with provision for reteaching facts or skills when necessary

10. In the laboratory and shop do I limit talking to a minimum so that the men can get to work?	( )	**(3)**

Good instructors recognize:
(1) Valuable time is lost by too much explanation
(2) Experience in teaching, a study of the trainees, and an intelligent use of questions help a good instructor recognize when he should stop talking

11. Do I keep my classroom shipshape at all times?	( )	**(2)**

Good instructors:
(1) Insist upon an orderly arrangement of chairs, tables, and equipment
(2) Insist that all trash be put in receptacles provided for this purpose, so that, at the end of the period, working areas are ready for the next class

Reprinted from 15 March 1946 Training Bulletin

	My Score	Maximum Score
12. Do I avoid waste of time, keeping every man occupied with constructive work?	( )	(3)
Good instructors: (1) Avoid "busy work" for its own sake (2) Avoid aimless repetition (3) Have a constructive assignment for every trainee at all times		
13. Do I keep my men at work until the end of the period?	( )	(2)
Good instructors: (1) Prevent "horse play" (2) Have men who complete their work ahead of schedule either help others or take another assignment		
14. Am I human yet dignified?	( )	(5)
Good instructors: (1) Find out what is wrong when they do not get along well with their trainees (2) Do not need to remain aloof on the principle that "familiarity breeds contempt" (3) Dispense with unnecessary formality		
15. Do I prepare teaching aids before class time?	( )	(3)
In order to make the best use of instruction time, good instructors: (1) Draw neat blackboard diagrams beforehand (2) Have appropriate training aids ready for use (3) Have necessary bulletins, texts, etc. in the classroom		
16. Do I get the fullest possible use out of training aids?	( )	(4)
Good instructors: (1) Know when to use training aids (2) Improvise training aids whenever necessary (3) Make a careful study of a training aid before they present it		
17. Do I create learning situations?	( )	(5)
Good instructors: (1) Know that a man must be trained to think about what he has learned (2) Stimulate group discussions and employ questions freely (3) Organize the instruction, as much as possible, in the form of problems		
18. Do I stress practical applications?	( )	(3)
Good instructors: (1) Recognize that all learning must be applied (2) Give examples of uses to which information can be put		
19. Do I let men "learn by doing"?	( )	(10)
Good instructors: (1) Realize that lectures and demonstrations have their place but that trainees learn only after practice (2) Limit lectures and demonstrations so as to give their trainees time to "learn by doing"		
20. Does every man know what is to be accomplished each period?	( )	(3)
Good instructors find that they get the best response when they acquaint their classes with the objective for each lesson in advance		
21. Do I observe sound principles of learning?	( )	(3)
Good instructors recognize that: (1) It is desirable to move from the simple to the more complex, from the known to the unknown (2) They are working first with people, secondarily with subject matter (3) Trainees must be motivated (4) Frequent review is necessary to prevent forgetting		
22. Am I making every effort to meet the needs of individuals?	( )	(7)
Good instructors recognize that their trainees differ in interests, needs, abilities, and experience. Consequently they make every effort to adjust their instruction to the individual.		
23. Do I summarize at the end of each period?	( )	(4)
Good instructors summarize by: (1) Listing main points on the blackboard (2) Questioning trainees orally (3) Conducting a short written objective test		
24. Do I use the most effective type of examination?	( )	(4)
Good instructors: (1) Find that the objective test is better than the essay type for Navy training (2) Generally use the multiple choice and completion type for testing *specific knowledge* (3) Generally use performance tests for a small group and for testing *specific skills* (4) Sometimes use a combination of objective types for testing *general knowledge* (5) Usually avoid the True-False tests, as they encourage guessing. (A True-False can be used in an emergency where a quick, simple check-up is highly desirable.)		
NOTE: Every instructor ought to read *Constructing and Using Achievement Tests* (NavPers 16808).		
25. Do I make full use of test results?	( )	(5)
Good instructors recognize that tests: (1) Help trainees review and organize subject matter (2) Help determine knowledge of the subject (3) Help trainees determine progress and standing (4) Help instructors find weak points in their teaching		
Total Scores	( )	(100)

55

B 7778

____ COURSE

RECORD OF INSTRUCTOR EVALUATIONS

MPO SCHOOL

INSTRUCTORS

	COURSE TOPICS	INTRO TO SCHOOL & COURSE	PRINCIPLES OF SOUND AND MOTION PICTURE PROJ.	FILM MAKE-UP						
JONES		I - 4/63 E - 5/63 Q - 5/63		I,E - 3/63 A - 3/63						

LEGEND

A - APPROVED
E - EVALUATED
I - INSTRUCTING
O - OBSERVING
Q - QUALIFIED

A P P E N D I X F

METHODS OF INSTRUCTION

1. LECTURE METHOD
2. DISCUSSION METHOD
3. DEMONSTRATION/LABORATORY METHOD
4. CASE STUDIES AND THE CASE METHOD
5. GROUP PROCEDURES APPROACH METHOD
6. PROBLEM SOLVING METHOD
7. INCIDENT PROCESS METHOD
8. SEMINAR METHOD
9. ROLE PLAYING METHOD
10. BUZZ SESSIONS METHOD
11. BRAINSTORMING METHOD
12. PANEL-FORUM METHOD
13. PROGRAMED INSTRUCTION

METHODS OF INSTRUCTION

LECTURE METHOD

1. Definition:

   a. An exposition of facts, principles, or other relationships the instructor wishes the students to understand.
   b. A means of imparting information and developing attitudes.
   c. A teacher-centered activity.

2. Use:

   a. To introduce new subject matter.
   b. To present supplementary information and background material.

3. Advantages:

   a. Helpful in giving perspective for a new phase of work.
   b. Useful with large groups and a limited period of time.
   c. Useful in motivating and summarizing.

4. Disadvantages:

   a. Utilizes only sense of hearing.
   b. Requires most careful preparation.
   c. Encourages passivity on part of students.
   d. May neglect students' background.
   e. Difficult to follow and assimilate material presented.

5. Procedures involved:

   a. Instructor introduces the lesson.
   b. Students take notes.
   c. Students study notes, texts, references.
   d. Students take tests.
   e. Test questions are discussed by students and instructor.

6. Procedures for improving the lecture method:

   a. Develop effective speech habits.
   b. Motivate the student by stressing the importance and value of the subject matter.
   c. Introduce, where appropriate, audio and visual aids to put sense of sight to work along with sense of hearing.
   d. Express ideas so as to stimulate student thinking.
   e. Don't read the material, or, at least, don't appear to be reading.
   f. Emphasize the important points.
   g. Direct instruction to individuals.
   h. Introduce student activity through oral questioning and note taking.
   i. Arrange seating effectively.
   j. Distribute instructional material to supplement lecture, both written and graphic.
   k. Use blackboard to illustrate by means of sketches, schematics, formulas, itemized lists, and unfamiliar terms.
   l. Tell the student what is expected of him.

DISCUSSION METHOD

1. Definition:

   a. A means of acquiring new knowledge, of exchanging ideas, and of standardizing principles, procedures, and techniques.
   b. A method by which the student actually participates in the subject matter.
   c. A teacher-student centered activity.

2. Uses and advantages:

   a. Provides opportunity for informal expression of personal experiences and information not in the text.
   b. Allows for the inclusion of student questions and teacher answers as well as teacher questions and student answers.
   c. Most effectively used with small groups.

3. Requirements for productive discussion:

   a. Preparation by both teacher and student.
   b. Participation by all members.
   c. Maintain direction - prevent digression.
   d. Statements must be kept factual.
   e. Toleration of opinions of others essential.
   f. Undivided attention must be given by all members.

4. Procedures involved:

   a. Instructor must arrange seating for best results.
   b. Instructor should advise students of ground rules.
   c. Instructor reviews pertinent information and outlines the problem.
   d. Instructor is charged with responsibility to involve all members.
   e. Instructor should stress important points to be recorded.
   f. Instructor summarizes and lists items learned or conclusions reached.

DEMONSTRATION/LABORATORY METHOD

1. Definition:

   a. The demonstration method is used to impart skill-type subject matter in situations where the instructor demonstrates and the student imitates or performs.

2. Uses and advantages:

   a. Scientific principles and theories.
   b. Movement or relationship of parts of mechanical equipment.
   c. Tactical movement of ships and planes.
   d. Skill in performing manipulative operations.
   e. Students participate in and can help plan the demonstration.
   f. Actual job performed under supervision.
   g. Attracts attention and holds interest.
   h. Can be used with individuals or groups.

3. Procedures used when skill training is not involved:

   a. Planning:
      (1) Purpose and objective.
      (2) List of materials.
      (3) Outline of steps to be followed.
      (4) Provision for testing student reaction.
   b. Preparation:
      (1) Setting the stage.
      (2) Rehearsing the demonstration; checking time.
   c. Demonstration.
   d. Performance.
   e. Testing.

4. Procedures when manipulative performance by students is required:

   a. Planning as in 3a. above plus the following:
      (1) Preparation of a job analysis.
      (2) Parts of job analysis--include a step-by-step arrangement of what to do, how to do, and key points.
   b. Preparation as in 3b. above.
   c. Demonstration by the instructor, with explanations at slow speed.
   d. Repetition, based on student needs:
      (1) By instructor at a faster speed.
      (2) By student.
      (3) By instructor, using variations.
      (4) By student or students explaining procedures--how and what to do.

CASE STUDIES AND THE CASE METHOD

1. Definition and description:

   a. A case study is a report of a real situation that has occurred. The study describes what has happened in a given situation, but it leaves it to the members of the training group to decide as to the nature of the problem or problems indicated by the situation, their significance, and their probable solution.
   b. A case study includes a specific problem situation or critical incident and may include a solution, results, and questions for discussion.
   c. The case method provides for a student - centered approach which encourages maximum participation by students and develops insight and the ability to utilize problem-solving methods. It can employ either inductive or deductive processes or a combination of both. By participating in discussions concerning true-to-life case characters, the group engages in human relations and learns how to work together toward a common objective. The value in case studies lies primarily in the powers of discrimination that students develop by practice in drawing generalizations and conclusions during case discussion.
   d. Types of cases:
      (1) Problem finding - the group must determine the problem
      (2) Stated problem - the problem is merely posed; actual decisions and reasons therefore are given.
   e. Possibilities of the case method:
      (1) Participants examine concrete situations from their own experiences and are therefore provided an opportunity to reflect on, and modify, the lessons learned by those experiences.
      (2) Through the reflective process, new assumptions and ideas about their own jobs, their own behaviors, and the behavior of others are evolved and carried over into actual work problems.

2. During the case method of instruction:

   a. Factual material in the form of a record of a real situation is presented to the class for study and discussion.
   b. The class analyzes the case and decides on the nature of the problem indicated.
   c. The class examines all the assumptions and opinions expressed in the case for better understanding.
   d. The class discusses all the data and requests additional data which the instructor may have.
   e. The class proposes solutions or possible courses of action.
   f. The instructor recapitulates group thinking by listing items on the board.
   g. The class evaluates possible solutions or courses of action in order to select the best decision of action to be taken.

3. Four questions that are valuable to keep in mind when discussing a case problem:

   a. What are the facts?
   b. What problem is raised in this case?
   c. What conditions should be met by a good solution?
   d. How can the problem or situation be avoided in the future?

4. Role played by the instructor in conducting a case study discussion:

   a. Discussion leader.
   b. Resource person. Supplements the limited experience and knowledge of the class by himself supplying additional data or by suggesting ways in which the class can supplement its own resources.
   c. Helpful expert. Solves, or helps directly in the solution of, problems in the immediate situation.
   d. Evaluator or summarizer. Recapitulates the group thinking by listing class comments on the board. Summarizes conclusions reached. Reviews the issues raised but which have not been resolved.
   e. Judge of performance. Insists on precision and close analysis by participants. Spells out assumptions when necessary for elimination of confusion.

5. The case discussion leader should:

   a. Make frequent and quick choices as to the role he will assume and how he will function in that role.
   b. Aid in determining to what degree class members will develop judgment and learn to exercise responsibility.
   c. Be alert to the needs, resources, and weaknesses of the group in constantly evolving new situations resulting in increased understanding and group solutions.

6. Devices for sustaining interest include:

   a. Change of pace.
   b. Use of personal experience by instructor.
   c. Modification in line of questioning by instructor.
   d. Demonstrations.
   e. Samples of products being discussed.
   f. Motion pictures.
   g. Use of blackboard.
      (1) Figures and diagrams.
      (2) Pros and cons as developed.
      (3) Areas of discussion.
      (4) Clarification of involved outline.
   h. Flip charts.
   i. Role playing to provide reality.
   j. Case development by small teams.

7. Advantages of using the case method:

   a. It develops facility for effective utilization of all the factual knowledge at the student's command.
   b. In engenders a critical attitude.
   c. It develops student ability to select facts and theories from his general knowledge and applying them to the particular situation under consideration.
   d. It trains students to evaluate possible impacts of solutions or decisions developed in the case study.
   e. It is a means of developing ability to act in situations in which personality and fact are combined.

8. Disadvantages of using the case method:

a. Students and instructors feel thwarted in the early stages of case discussions because of the difficulty in comprehending their changed positions and responsibilities.
b. The case method assumes a basic knowledge of facts and a readiness for acceptance of responsibility on the part of the students.
c. There is a danger of overemphasis on positive decisions, e.g., decision to take action where it may not be justified or to develop a solution when a solution is not feasible.
d. In some instances the situation is oversimplified.
e. The case method cannot synthesize the whole administrative process - the actual carrying-out process, checking up on results, etc.
f. Errors of interpretation by the instructor are possible.
g. Errors of commission or omission are possible in the collection of case material.

GROUP PROCEDURES APPROACH METHOD

1. Definition:

   a. Group procedures is a study of the most effective ways of organizing and conducting cooperative group actions.

2. Working in groups enable teaching situations to:

   a. Provide an organized discussion on an assigned subject.
   b. Combine and exchange knowledge and experiences.
   c. Study interpersonal relationships.
   d. Provide an opportunity to communicate effectively.
   e. Assist people to think better.
   f. Provide for greater acceptance of plans and ideas.
   g. Promote team spirit.
   h. Teach preparation techniques for conferences and discussions.
   i. Develop greater insight on the subject faster.

3. Types of groups:

   It is helpful to inform your class or audience as to the type of group it will require in order to complete the assignment. For example, if they are to study a problem, the approach and procedure is different than if the task is to solve a problem.

   a. Study group:
      (1) Purpose:
         (a) To study or explore any topic.
         (b) To broaden ones knowledge and experience on a subject.
      (2) Characteristics:
         (a) Agreement is not mandatory.
         (b) Pace is usually slow.
         (c) Contributions may be long.
         (d) Additional reading may be required.
      (3) Application:
         (a) Selected subject area in the curriculum.
         (b) Not applicable to all sessions - you must be the judge as to when to use it as the most effective technique.
   b. Creative or problem solving:
      (1) Purpose:
         (a) To arrive at a solution to a problem.
         (b) To create a new concept or product.
      (2) Characterisitcs:
         (a) Much discussion and argumentation.
         (b) Pace is fast.
         (c) Much strain on interpersonal relations.
         (d) MUST come up with a solution.
      (3) Application:
         (a) Any navigation problem.
         (b) Leadership problem.
         (c) Problems in shiphandling.
         (d) Seamanship.
         (e) Damage control.
         (f) Duties of the OOD, etc.

c. Representive or critical:
   (1) Purpose:
      (a) To critically examine a topic or a solution.
      (b) To examine a topic as to how applicable it is to duties, responsibilities, etc.
      (c) To critically examine for all application of skill and knowledge to the functional aspect of the job.
   (2) Characteristics:
      (a) Decision is not mandatory.
      (b) Pace is rapid.
      (c) A great deal of discussion.

4. Organization of a group:

Sometimes it is best to structure a group before making an assignment and other times it is desirable and interesting to let the group do its own organizing after the task has been assigned. Also, you may want to assign members to the groups and leave them on a standing basis but rotate the leadership responsibilities and other assignments. In other instances you may want to regroup the people frequently. Most groups should be structured as follows:

a. Coordinator:
   (1) The coordinator is responsible for:
      (a) The physical setting.
      (b) The availability, distribution and storage of resources.
      (c) Helping to maintain esprit de corps in the group.
      (d) Helping to keep intragroup tensions from retarding progress.
   (2) The coordinator assists the chairman to:
      (a) Keep the discussion in focus.
      (b) Keep the group on schedule.
      (c) Balance participation in discussion.
      (d) Get the job done.

b. Chairman:
   (1) Preparation for the meeting involves:
      (a) Getting as much information as possible about subject and members.
      (b) Drawing up tentative time table.
   (2) Conducting the meeting includes:
      (a) Setting the stage to:
         1. Create favorable atmosphere
         2. Improve attitudes.
      (b) Studying the problem to:
         1. Get everyone problem centered.
         2. Break complex problem down.
         3. Restate contributions if not understood.
      (c) Formulating a time plan.
      (d) Getting all to contribute.
      (e) Summarizing at frequent intervals and refocus attention.
      (f) Watching for consensus or signs of agreement.
      (g) Closing the meeting.

c. Permanent recorder:
   (1) Provides a list of items agreed upon by the group.
   (2) Checks blackboard for information recorded.

d. Blackboard recorder:
   (1) Mirrors the wishes of the group.
   (2) Keep running records on blackboard.
   (3) Provides guidance to group.
   (4) Requires skill so as to represent what group is doing and so as not to slow down pace of group.

e. Observer:
   (1) Checks on how effective the process was.
   (2) Determines the method used in group production.
   (3) Uses about 3-5 minutes at end of session.

5. Employment of method to:

   a. Discuss lecture and come up with questions.
   b. Assign specific questions on content or related material prepared by you.
   c. Discuss specific questions on function of a skill as prepared by you.
   d. Discuss assignment without lecture and development of questions by group.

6. Summary:

   a. Emphasize HOW to perform in a group procedure learning situation.
   b. Develop characteristics while you use this method - content alone is not enough.
   c. Voting on issues is <u>not</u> a good means - prefer minority reaction.
   d. Brainstorming is a modification of group approach - briefly describe what is meant by brainstorming.
   e. Be sure and provide adequate guidance and direction to class and groups.
   f. Do <u>not</u> attempt to solve all problems via group approach - group approach in teaching does <u>not</u> fit all sessions - use only where it fits.

7. Demonstration of group approach method:

   a. Divide class into groups of 7-10 people.
      (1) Use arbitrary system.
      (2) Send each group to separate room or designate areas in same room.
   b. Tell group to designate chairman and group reporter or designate chairman and have chairman designate reporter.
   c. Assign same problem to all (can assign separate problems also).
   d. Bring groups back together and have brief reports.
   e. Have summary and discussion.

PROBLEM SOLVING METHOD

1. Basic steps in problem solving - This is primarily a method of thinking based on scientific procedures. The purpose is to train people to analyze problems systematically. One of the most important steps is to demonstrate a logical orderly procedure for evaluating the problem. To satisfy this requirement, the following approaches are recommended:

   Instructional

   a. Problem - define
   b. Facts - determine
   c. Possible actions
   d. Consequences of actions
   e. Accepted solutions
   f. Action
   g. Look for the causes of the problem

   The approach titled "Instructional" is that used in classroom situations where the participants come from various units and are simply learning how to make their problem-sovling methods more effective.

   There are, of course, other ways of listing the steps to problem-solving, and the emphasis given to any of the steps - fact-finding, idea-getting, solution-testing, etc., - will vary greatly. The important distinction here is that classroom problem-solving concentrates on teaching the individual how to particpate more effectively and how to develop their abilities to handle each phase of the process. In a command situation the leader is responsible for the final decision - and for follow-up evaluation. A good procedure (see accompanying illustration) is to write the titles on the chalkboard and to make use of a trainee as chalkboard recorder. The process can prevent "wheel spinning" and better utilize the time available. One must determine facts, identify the problem, consider courses of action, and select the course, whether the time be short or long.

   a. Definition of the problem - This phase will be entered under column I by the recorder. The important impression to be left with the students in the definition phase is that in any one human relation incident, or any other problem, there are usually two elements or problems - the immediate problem and the underlying problem. Most can see the immediate problem - a gear doesn't work, someone is in trouble, relationships are poor between people. These things are readily apparent, but what is the long-range problem? What is beyond the obvious? The individual can usually define the immediate problem but he must be trained to define the underlying ones. Insist that the problem be written on the chalkboard. Do not accept an oral statement of the problem.
   b. Determination of facts - One of the most important steps is to train people to bring out facts, things, or events which actually have occurred. In discussing the cases provided, insist that your trainees deal only with facts as outlined in the case, or if an assumption is accepted, make certain that it is so identified. After the trainees have read the case and the discussion commences, have the chalkboard recorder write the facts as suggested by the students under column II. Make certain they have all the pertinent facts, even if you must ask leading questions. Do not record suggestions that are not pertinent to the problem-solving phase being discussed.
   c. Possible courses of action - It is important for the students to refrain from jumping at the first solution that presents itself. Hence, they should develop several possible courses of action and list them under column III. In this phase they should not evaluate the proposals, just suggest them. Too often, individuals and groups spend too much time

trying to perfect a solution when they should return to the basic problem and see what other courses of action or approaches are possible. The students should learn, therefore, that: (1) in most human problems more than one possible, **decision may exist; and (2) they should look over several possible solutions before deciding on one.**

d. Consequences of possible courses of action - Don't leap to a solution without considering the consequences of proposed solutions. Students must be made aware of the importance of evaluation of consequences so that with practice it becomes second nature to them. Here the trainees will consider the relative importance of each of the suggestions, as whatever solution is accepted in step five will involve expenditure of men and/or materials.

e. Solution of problem - The trainees select one of the possible courses of action, or a combination thereof, as the solution of the problem. Unanimous agreement is not necessary. The recommendation of the majority in a group will usually be given serious consideration in determining the solution; but, the final decision is the responsibility of the military leader in command.

f. Action - To keep the problem-solving practice as realistic as possible, the group should be required to decide on action - action that will solve the problem and **prevent its recurrence.**

g. Critique and analysis - After a problem has been solved and the action agreed upon, it would be well to discuss (briefly or at length, depending on the complexity) the extent to which underlying or more basic problems have been faced and solved. The group's action might be designed to take care of only the immediate problem or some difficulty that is really **the** symptom of a deeper problem. In essence, this means to stop, look, and ask, "How did we get into the difficult spot in the beginning?"

2. Group structuring - For purposes of illustration, the instructor may assume one or more of these roles, but as rapidly as possible the class members should assume responsibility.

   a. Organization suggested:

      (1) Chairman or moderator - The chairman holds the responsibility for the preparation and successful conduct of the group meeting. It is his responsibility to make a thorough analysis of the assignment, get information on the group members, locate resource material and prepare a tentative agenda. He should avoid developing a ready-made solution. He must study the problem, set the stage, get the group to agree upon plan of attack, bring facts to bear on the problem and **stimulate member contributions. The chairman summarizes and** refocuses attention to the problem. It is his responsibility to get a consensus and to conclude the meeting.

      (2) The role of the coordinator - The coordinator assists the chairman during the meeting and is responsible for the setting of the meeting. Among his responsibilities are the physical setting, availability, distribution and storage of resources, maintenance of esprit de corps and to prevent retardation of group progress. He assists the chairman in keeping the discussion in focus, on schedule and balances participation in the discussion (avoid domination by one or a few members).

      (3) Group recorders - There are usually two recorders in any group process - the permanent and the chalkboard recorder. The permanent recorder provides continuity. He is able to trace group action through a series of processes. He is responsible for recording the final chalkboard record, checking consistency of group consensus he points out conflict, reads the record for the final approval and assists with the preparation of final reports. The chalkboard recorder must provide and assist the permanent recorder by tentative conclusions, solid agreements, etc. He is expected to participate fully in the

discussion. This individual should develop the ability to make rapid analysis of comments, use words effectively, explain relationships and clarify comments of group members. A chalkboard recorder must try to overcome several common difficulties, such as: the inclination to "read in" meanings not intended by the contributor, personal bias in interpreting contributions, and mechanical difficulties of writing on the chalkboard.

(4) The role of the observer - The general function of the observer is to evaluate the group process. He may, as an expert, play a central role in the evaluation or he may serve as an agent to collect data for group participation in evaluation.

(5) Participation by group members - The observer, coordinator, chalkboard recorder and recorder should all be encouraged to participate as members of the group in addition to carrying out their special assignments.

3. Demonstration of problem solving method:

   a. Utilize the procedures as outlined in 1. and 2. above.

4. Suggestions for the Instructor:

   a. Do not spend more than one-half hour discussing the basic principles and procedures of the problem solving method. The major portion of the session should be spent in the actual discussion of a problem by the members of the class. The instructor should "chair" the first several discussions to allow the students to become familiar with the process. Then in order to make the process more functional, the instructor should turn the cases over to the members of the group. It is important for the instructor to remember that this session will acquaint the trainee with some of the most vital problems such as: objective analysis of situations, the delegation of authority, utilization of available resources in handling problems and knowledge and analysis of the men involved. (Approximately two hours should be allotted to this portion of the topic.)

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INCIDENT PROCESS METHOD

1. Definition:

   a. A method of learning, from actual cases that involved real people in real situations, how to work out decisions and solve problems.

2. Advantages:

   a. There is common goal if the group is made up of members from one organization.
   b. It is easy to share understanding and pool experience.
   c. Understanding can be learned through:
      (1) Ability to think clearly.
      (2) Capacity to appreciate feelings.
      (3) Practical judgment and case analysis.

3. Disadvantages:

   a. Incomplete case reports lead to speculative thinking.
   b. Complete case reports require excessive study prior to discussion; some members will not have time to prepare.
   c. Prepared problems discourage opportunity to learn.
   d. Case discussion may lead to argument rather than discussion.
   e. Group discussion can become limited to members who are adequately prepared.

4. Procedures:

   a. The written statement of an incident is studied:
      (1) Statement contains specific assignment.
      (2) Group is required to take the role of a responsible person and make a decision.
      (3) Statement does not provide all necessary facts for making a decision.
   b. Members ask questions of the group leader:
      (1) Members try to recreate the action by asking questions concerning relevant facts, clues, and details of items such as floor plans of the scene.
      (2) Members try to learn what happened, to whom, when, where, and how.
      (3) A group member summarizes the facts at the end of this phase.
   c. The main issue is defined and sub-issues are sought:
      (1) Issues are listed on the board.
   d. Decisions for action in the incident are made:
      (1) Each member makes and submits his own decision.
      (2) In case of majority and minority decisions, each group selects a member to argue its views.
      (3) The group leader announces the actual decision made in the live incident.
   e. The group evaluates and generalizes:
      (1) The group evaluates actions, decisions, and consequences.
      (2) The group learns what was useful, what caused difficulties and how they could have been avoided.
      (3) The group generalizes on how to do better by preventing similar difficulties in future actions.

SEMINAR METHOD

1. Introduction to the seminar method:

   The seminar is not intended as a place for the impartation of knowledge by means of faculty lectures, but as a medium for the growth of all concerned, staff and students, through critical study and cooperative effort. It follows that major responsibility for the growth and participation of the student rests with the individual rather than the faculty. Evidence of this growth may be had in the form of discussions, short oral reports, problems solved, papers submitted, and comprehensive examinations. The materials to be utilized may be pertinent literature and evidence, current educational activities, and student and staff experiences.

2. Machinery:

   a. Personnel involved:
      (1) Description:
         (a) Chairman - is usually the instructor of the course, but in some cases the instructor may choose some member of the class to act as chairman during the discussions. Of course, the instructor outlines the course of study for the students and makes specific work assignments. The details of the chairman's role in thic system is discussed below.
         (b) The seminar members - the smaller and more compact the class, usually the more effective. The size of the average seminar class ranges from 8 to 20 members, 15 or less being more desirable.
         (c) Outside experts in certain fields pertinent to the course should be invited to sit in on the class from time to time and lead the discussion of their field.

      (2) Duties:
         (a) The Chairman:
            1. Plan the seminar and make all necessary arrangements - such as inviting outside experts to attend seminar, supplying reference material for the seminar room, supply visual aids.
            2. Starts the meetings promptly on schedule.
            3. Assist individuals in selecting topics for research.
            4. Assist individuals in arranging findings to be presented to the group - research papers, short reports, etc.
            5. Leads the critique session at the conclusion of each presentation.
            6. Comments upon each presentation.
            7. Acts as source of information and makes corrections when misinformation is given in the discussion.
            8. Guides the discussion and keeps it on the track.
            9. Brings each meeting to a logical closing, summing up what has been said and gives the meeting a sense of order and accomplishment.
            10. As mentioned above he may select come member of the class to serve as chairman. In this event the chairman's duties would be merely those concerning the direction of discussion. The instructor would still assume responsibility for planning and making necessary arrangements.

11. Other responsibilities may be delegated at the instructor's descretion. Examples of this are: (1) "Visual Aids Head" - in charge of arranging for and requisitioning of visual aids to be used in the seminar. (2) "Invitations Head" who would be responsible for inviting outside experts and scheduling of such. The delegation of responsibility allows greater student participation.

(b) The seminar members should:

1. Selects a specific subject to study.
2. Reads available sources.
3. Prepares findings in a logical order.
4. Prepares research paper.
5. Shares finding with the group, using the speech forum device.
6. Makes short oral reports on specific subjects as assigned by the instructor.
7. Asks questions, expresses opinions, and adds information during the forum period.
8. Work independently to acquire knowledge of the course in addition to his specialized area. Each member should be familiar with the other's specialty areas and should be able to discuss them intelligently.

b. Physical needs:

(1) Room should be arranged with desks or tables so that the members form a close group and each can see every other member of the class from his sitting position.
(2) The blackboard should be visible to every member of the class and should be used readily for putting before the stedents the topic or question under discussion.
(3) Provision should be made for adequate room and facilitation of visual aids such as projector and screen, posters, charts, etc.
(4) The room should be well ventilated and properly lighted.
(5) Reference books pertinent to the course should be placed in the room for ready use.

3. Application of the seminar:

The seminar as a means of study can be used effectively only under certain conditions. When these conditions are prevalent this method has proven itself as the most proficient in achieving the objectives of the course of study.

a. Should be used only in advanced courses, where the subject matter is specialized in nature.
b. It would be fruitless to subject a survey course or a course designed to cover a broad area to the seminar method or any type of discussion method. Here is where the lecture method can be efficiently utilized.
c. Not only should the course be of an advanced nature, but the students should have the following qualifications:
   (1) Their backgrounds must be sufficient to preclude the necessity of providing background material in class or teaching system.
   (2) Their minds must be keen and experienced enough to grasp quickly the subjectivity and ideology of the subject.
   (3) They must be experienced enough in oral expression and discussion procedures in order to conserve valuable class time and make it useful to all.
d. It must be a course in which source material is accessible to the students.

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e. The instructor must be well versed on the subject matter as well as the principles of discussion and group investigation.
f. The subject matter should be sufficiently interesting to stimulate creative thought and discussion or the instructor should be able to inject provocation adequate for achieving this.
g. The class must be small, compact, intimate group where manageability and informality can be established.
   (1) The instructor should know the students well both socially and intellectually and the students should know each other well.
   (2) The smaller the group and the more intimate both among themselves and in their relationship with the professor, the freer and smoother the discussion.

4. Conclusion:

Granted the above conditions, the seminar method is far more effective than the lecture method. It not only supplies information but it supplies food for thought and opportunity for free interchange of thought and sharing of research expression. It adds power to communicative abilities and thus enriches the student's intellectual development. In this system the student can form his own original conclusions and is not forced to passively accept someone's opinion.

ROLE PLAYING METHOD

1. Definition:

   a. Role playing is an instructional method in which incidents based on real-life situations are reenacted by class members playing the roles and making their own decisions; these decisions are discussed by the class and summed up by the instructor. It is primarily a means of evoking human behavior by actually doing it; however, it is not to be considered as a cure-all.

2. Purpose:

   a. The major purpose of role playing is to provide a close-to-reality base for personal understanding and insight and for group discussion and training. Another purpose is to provide opportunity to predict future performance - typical behavior in a real situation by observing behavior in a quasi-real situation.

3. Uses:

   a. To train in leadership and human relations skills.
   b. To train in sensitivity to people and situations.
   c. To stimulate discussion.
   d. To train in more effective group problem solving.
   e. To teach certain content in classes more effectively: customs and traditions, duties and responsibilities of junior officers, uniform code, etc.

4. Values:

   a. Actual problems can be re-enacted in the classroom.
   b. Principles can be taught.
   c. A maximum amount of student participation is obtainable.
   d. Participants can put themselves in other people's shoes to see how they feel, to experiment with new ways of behaving and to understand other people and their behavior.
   e. Situations can be devised to fit the needs and interests of the group which use them.
   f. The consequences of playing for keeps are eliminated since there is no risk involved in making mistakes.
   g. Participants can learn by doing.
   h. Students observing role-played situations tend to identify themselves with the actors and learn with a high degree of effectiveness.
   i. People can say how they actually feel rather than saying what they think you want to hear; they can explore their own feelings and gain insight.
   j. The problems of the players can be diagnosed and their needs learned quickly.
   k. Human behavior can be brought into the laboratory.
   l. In role playing and subsequent discussion, the group teaches and helps itself.

5. Limitations and dangers:

   a. Role playing is a method, not an end in itself.
   b. Role playing must be carefully planned to keep it at the level of understanding and maturity of the group.
   c. Role playing will not perform miracles.
   d. Role playing must be kept democratic to be effective - resist trying to give answers.
   e. Keep clear of therapy - you are not a psychiatrist.
   f. Role playing should be set up so that more than one answer is possible.

6. Description:

   a. The primary concept of role playing involves assignment of roles to various participants of the group who "act" out the problem situations in human relations. This is usually done without script or prepared text. The role-playing scene is followed by group discussion which may in turn be followed by a replaying of the scene using different personnel in the various roles.

7. Procedures:

   a. Determine in advance where and when to use a role-playing situation.
   b. Brief the class on the problem as a group in advance.
   c. Prepare an objective evaluation sheet of specific items to be observed in the problem.
   d. Do not discuss the individual roles at this time.
   e. Repeat the briefing immediately prior to teaching the problem.
   f. Do not inject any additional information into the problem.
   g. Brief the role players separately just prior to playing the role. Roles should be provided on separate cards to each role player.
   h. Role players should not be aware of the content of other players' instructions.
   i. Allow role players 5 to 8 minutes to think about their situations.
   j. While role players are studying their situations, return to the class and brief them on the entire situation including individual actors' roles.
   k. Start the role-playing situation at the end of 5 to 8 minutes.
   l. Establish a time limit of 5 to 10 minutes for playing the roles.
   m. Evaluate the role playing on the basis of items prepared in advance. Briefly discuss this evaluation.
   n. Apply the problem solving method to the situation to briefly summarize the salient points of the problem.

8. Important items to be observed by the instructor:

   a. Ensure that the physical layout required by the problem is reproduced exactly as planned and that supplies and equipment are available as required.
   b. Be familiar with the problems you are to administer and kno the items on the score sheet.
   c. Observe carefully the performance of each participant.
   d. Maintain the time limits established for the problem.
   e. Keep the discussion student-centere l.
   f. Avoid providing the answers.
   g. Motivate students to develop insight and problem-solving ability.
   h. Do not allow more than 15 minutes to elapse between the time the class convenes and the role playing occurs or effectiveness may be destroyed.
   i. Allow ample time for the evaluation and discussion after the role playing.

9. Summary:

   a. Try this me hod; think of ways and places where it can be used in the entire curriculum.
   b. Keep the pace fast.
   c. The real value lies in the discussion.

BUZZ SESSIONS METHOD

1. Definition:

   a. A technique of breaking a large audience into small groups of six members each, having them introduce themselves to each other, and then talk for six minutes to find answers to some questions assigned to the whole audience. One person acts as chairman and another as recorder; the latter reports back to the audience or total group.

2. Procedure:

   a. Audience must be instructed very clearly about (1) what it is to discuss and (2) what and how it is to report back to the group.
   b. Audience is given reason for small group discussions.
      (1) Too many in large group for all to be heard.
      (2) Each person in small group can rehearse his arguments before presenting to the total group.
      (3) Discussion is multiplied by the number of small groups.
   c. Special roles, as chairman or recorder, must be assigned.
   d. Audience is divided into groups.
   e. Director of meeting circulates among groups to keep them going effectively.
   f. Director terminates buzzing.
   g. Total group reconvenes for buzz group reports.

3. Advantages:

   a. Small groups can exercise relatively candid expression of feeling.
   b. Small groups have to take responsibility for their own operation.
   c. Surveys or polls can be taken rapidly; data can be recorded on cards for rapid classification and report.

4. Examples for use:

   a. To get a meeting started on significant problems.
   b. To set up agenda for a meaningful learning experience.
   c. To overcome a feeling of helplessness or apathy and to redirect a group toward action.
   d. To test a set of ideas and to increase communication between speaker and audience.

BRAINSTORMING METHOD

1. Definition:

   a. Creative thinking is the art or process of combining past experience and/or present experience to form new combinations; brainstorming is the technique of getting ideas by the free association of ideas among a group of people.

2. Function:

   a. A tool to be used to generate ideas quickly and in large quantity.
   b. Not a substitute for other types of conferences.
   c. Evaluation of ideas is delayed to another session.

3. Procedure:

   a. Select a problem.
   b. Get 8 to 15 participants; alert them in advance.
   c. Designate a recorder who is a fast note taker.
   d. Explain the rules (to a new group).
   e. State the problem and let group present ideas.
   f. Stop any negative comments.
   g. Encourage additions and improvements to ideas.
   h. List ideas on the board.
   i. Close the session after 15 to 20 minutes.

4. Rules:

   a. Participants should number between 8 and 15.
   b. Rank in the group should be approximately equal.
   c. Evaluation of ideas is not permitted.
   d. A recorder jots down ideas.
   e. Negative thoughts are penalized.
   f. All participants get equal credit.
   g. Ideas are evaluated at another time.
   h. Group leader makes suggestions only to keep thinking active.
   i. Freewheeling is encouraged.
   j. Critical judgment is outlawed.

PANEL-FORUM METHOD

1. Definition:

   a. A group of persons, usually four to ten in number, who have a special knowledge of the topic sit at a table in front of the audience and hold an orderly and logical conversation on the assigned topic.
   b. The special advantage of the panel lies in its function as an offshoot of a much larger group.
   c. Where forty or more persons would be too unwieldy, four to ten persons can discuss the topic freely and then invite audience reaction.
   d. It thus serves as a compromise of size with purpose.
   e. It is an excellent means of arousing audience interest.

2. Application:

   a. The most logical situation for using the panel-forum method is, of course, in a large class where the advantages of discussion are desired.
   b. These advantages are numerous and will be touched only lightly here.
      (1) It permits student participation which is otherwise impossible due to the size of the class and the time factor.
      (2) It tends to create interest both among the panel members and the audience which together make up the class.
      (3) It achieves a more complete understanding of the subject matter by actual involvement with the real issues of it. This is opposed to and at the expense of a broad and superficial coverage of the material.

3. Organization:

   a. Physical needs:
      (1) Audience comfort:
         (a) Make one person responsible for proper temperature and ventilation.
         (b) Audience must be comfortably seated and must be able to see and hear all the panel members.
         (c) Glaring light must be eliminated.
      (2) Selection and arrangement:
         (a) Select room appropriate to the size of the group and the character of the meeting.
         (b) If possible provide platform or stage for elevating the panel.
         (c) Provide chairs and tables to accomodate the chairman and panel members and arrange them so that each member can see all the others and so that each member is facing the audience. A semi-circular formation is suggested for the panel with the concave side facing the audience. The chairman should sit at the mid-point of the semi-circle.
   b. Personnel involved:
      (1) Description:
         (a) The chairman - the presiding officer of a meeting. This is usually the instructor's role. The instructor should be well qualified and have the following characteristics:
            1. Ability to plan and carry out the details of a meeting.
            2. Having a sense of humor and possessing a good speaking voice.
            3. Having a very thorough understanding of the course material.
         (b) The moderator - an individual who acts as a "go-between" for the panel members. He is skilled in the techniques of handling an audience and stimulating group participation. The chairman may function as moderator also, but in many cases the chairman may assign this position to a student to provide valuable experience in group leadership and a more active student participation and authority.

(c) The panel members - the panel is composed of four to ten class members who have been assigned study on a specialized scale of the subject at hand.

1. The assignments should be designed so that each student approaches the subject from a different angle.
2. In this manner the different members of the panel can offer representative views on the topic under consideration.
3. For the different phases of the course or different general topics which are discussed, the panel is rotated in sequence so that during the term every member will have served on the panel.
4. This allows for specialized study of a certain area of the course and general study of the remainder.
5. Consequently, continuous participation is achieved - direct participation by the student when a panel member and indirect participation through audience reaction while he is a member of the audience.

(d) The audience - the students in the course less the panel members

1. As explained above, every student will at one time be a member of the audience and every student will serve on the panel at least once.
2. The students composing the audience will be required to study generally the topic under discussion. This is necessary not only because the topic is an integral part of the course, but also it is essential that the audience be familiar with the issues in order for the entire method to function efficiently.
3. It is very improbable that a group can become interested in a matter about which they are wholly unfamiliar.
4. Many of the individuals who make up the audience have made up their minds one way or another before they come to the meeting.
5. Another section of the audience may contain individuals who know something about the issues being discussed but they have not come to any definite conclusions.

(2) Duties:

(a) The chairman:*

1. Plans meeting and makes all necessary arrangements.
2. Selects the panel members and assigns appropriate topics with directions outlining the approach each member should make.
3. Assigns material for the audience to read.
4. Selects a member to act as moderator, if he so chooses. He should be careful to consider if the man he chooses has the necessary qualifications to be an effective moderator, and he should instruct the moderator very thoroughly as to his function.
5. Explains to the whole group the procedures to be followed during the course.
6. Starts the meeting promptly at the time scheduled.
7. Welcomes the group.
8. Introduces the moderator and panel members.
9. Closes the meeting.

(b) The moderator:

1. Meets with panel members prior to the meeting and coordinates the prospective program.
2. Assists panel members at a preliminary meeting to agree upon a method and plan of presentation.
3. Leads and coordinates the discussion which is presented by the panel members.

*As mentioned above the chairman may function also as the moderator in which case, of course, his duties would be both that of chairman and moderator.

4. Presents an occasional summary during the meeting and a final summary.
5. Encourages and develops audience participation during the period designated. This period usually follows immediately the main panel discussion.
6. Restates and directs the questions asked by the audience to a panel member.
7. Recognizes members of the audience one at a time. If written questions are submitted, he tries to arrange them in logical order before presenting them to the panel members.
8. Turns the meeting back to the chairman if a chairman is used. If the instructor handles these combined roles, he closes the meeting.

(c) The panel members:
1. Hold preliminary planning meeting.
2. Prepare material on the subject.
3. Talk without being prodded by the moderator.
4. Converse intelligently.
5. Keep to the subject being discussed.
6. Talk loudly enough to be heard.
7. Confine remarks to short periods of time. Two or three minutes is considered to be the optimum time for each contribution. This is to preserve free and open discussion and to prevent monopolization by one or two members.
8. Remain seated and otherwise maintain an informal and friendly atmosphere.

(d) The audience:
1. Studies assigned material pertaining to the topic before the meeting.
2. Extends common courtesies to the panel members and the moderator.
3. Submits questions during the period designated for such. These can be written or presented orally, and they should be pertinent and to the point. The members of the audience must be careful not to waste class time with trivial questions just for the sake of being heard.

3. Summary:

a. The panel-forum method of teaching is ideal for providing the advantages of class discussion in a class which is too large and unmanageable otherwise for an orderly and beneficial discussion in which the entire group participates.
b. Also it is used effectively as a subsidiary part of a lecture course.
c. Certain elements of the course may derive more advantage from an informal discussion and heavy student participation when other elements may require only a rapid summary or synopsis by the instructor.
d. This flexibility if properly utilized by the instructor will automatically place the emphasis where it is needed.
e. Also it injects variety and lively interest into the learning process which so often resigns to a monotonous and apathetic state.

PROGRAMED INSTRUCTION

1. Definition:

   a. Programming consists of breaking down the subject content into small pieces or steps and arranging them in logical sequence so as to impart knowledge or information and eventually achieve learning.

2. Ways of presenting programed instruction material:

   a. Programed instruction can be presented in a variety of ways; from a piece of paper to a complex machine. It is featured as being "self-teaching" or "self-tutoring."

3. Use of programed instruction:

   a. The use of programed instruction and other new instructional techniques is encouraged when it supports a sound philosophy of instructional planning and can reasonably be expected to:
      (1) Improve quality of present training.
      (2) Improve learning results.
      (3) Provide means of adapting to individual differences in rate of progress.
      (4) Provide time for more effective application of the abilities of available qualified instructors.

A P P E N D I X G

THE GRADUATE-UNDERGRADUATE CONCEPT

The purpose of this topic is to delineate the distinguishing features in graduate and undergraduate teaching in order to recognize the needs and shortcomings in the naval student. Also it should serve as a guide for instructors to self-evaluate their own courses and teaching methods. Before one can determine what methods are to be used in teaching or what the objectives of the course are, he must first be cognizant of the background of the student and he must have a clear concept of the different levels of higher education. The methodology and expectation of performance must be geared to the particular situation in order to achieve maximum efficiency. It is equally detrimental to the success of the course for the level of the course to surpass that of the student or vice versa, the student that of the course. Primarily we are concerned here with the latter case.

THE GRADUATE - UNDERGRADUATE CONCEPT

1. Philosophy:

   a. Difference in the student:
      (1) Undergraduate student:
         (a) Needs instruction in system - that is how to study as a means of getting answers to questions in a narrow field.
         (b) Not ready for the broad picture until well into the subject. That is, he learns mostly factual information at first, not comprehending the ideology behind the facts until much later.
         (c) Works best from a single text with minimum of references. Multiple references discourage him. He seeks answers to the questions in the course and avoids ranging for them.
         (d) Instruction for undergraduate is largely question and answer type. Student follows requirements to please the instructor. That is the student is not ready or motivated to work independently but works only as assigned or supervised.
         (e) Age differential between instructor and undergraduate is usually significant - the professor's role is more authoritarian.
         (f) The student is less mature and does not realize how little he knows. More regimentation is required
         (g) The student works out course with course credit as a means to an end.
         (h) Disciplinary action is still required to keep up good class atmosphere.
      (2) Graduate student:
         (a) It can be assumed that he knows how to study. He will ask pertinent questions, work out comprehensive projects in the subject or field of study.
         (b) He is more experienced and mature and can comprehend the broad picture initially. Instruction requires very little background material before the actual subject can be developed.
         (c) He welcomes multiple references, can sift information and evaluate. He consumes the subject to the best of his ability, reaching original conclusions.
         (d) The students are ready for seminar type of study where joint thinking of class works out for individual benefit of each.
         (e) Age differential not very significant. Thought and age level of graduate more synonomous to that of instructor and presents more of a teamwork situation.
         (f) Graduates usually realize how little they know and will work independently and individually to seek knowledge.
         (g) Credit for the course is secondary. He is motivated by an intense curiosity and an understanding of the subject is primary.
         (h) The necessity of disciplinary action is practically nil.
   b. Difference in the objectives of the course:
      (1) Undergraduate courses:
         (a) The burden of proof rests on the professor. That is, he assumes the responsibility in the learning process. Also, he assumes more of a responsibility in measuring what has been learned.
         (b) Teaching is emphasized more here. The large part of the research and preparation is done by the professor and presented to the students in the form of lectures. The objective is to supply information in a broad coverage and naturally less understanding is achieved.
         (c) A course in the undergraduate curriculum is part of a program designed to provide a foundation for further specialized study. Therefore, complete understanding is not quite as essential here.
         (d) A portion of class time must be devoted to teaching the students how to study.

(2) Graduate courses:
   (a) The burden of proof rests on the student.
   (b) Teaching is subordinated to self-instruction. That is, the student reads all available sources, criticizes, forms his own opinion and expresses his opinion. The professor acts as a coordinator. The invaluable concept of learning by doing is utilized here, and it is much more effective than a passive acceptance.
   (c) The main objective of a graduate course is to achieve complete understanding of a subject field and this is attained more readily by maximum student participation.
   (d) Giving training in doing research is another important objective in graduate study.

2. Standards and requirements:

a. Student participation:
   (1) As mentioned above, student participation is essential in graduate study. It is beneficial in undergraduate study but somewhat limited by the objectives of the course which are covered above.

b. Required reading:
   (1) Of course, outside reading is required in both graduate and undergraduate work but the former should be assigned a heavier reading load. The number of pages depends on the course and the type of reading.
   (2) In addition, the graduate student is encouraged to read, independently, materials relating to the course other than what has been assigned. In theory, this encouragement is not necessary but in actual practice it is recommended.
   (3) The reading of original sources such as documents, charters, etc. is usually required in graduate study.

c. Research work:
   (1) Actual research work is not normally required in undergraduate study; however, some of the projects which may be assigned may resemble research papers. In graduate study research work forms a very important base. It is here that the roles of the student and the professor are reversed. More specifically the graduate student does the research work that the professor is charged with in undergraduate work. At least one research paper in a specialized field is assigned the graduate student and he shares his research experience in class. The professor coordinates the findings and lends the class a sense of order.

d. Written and oral reports:
   (1) These reports are required in both graduate and undergraduate study, but more emphasis is placed upon them in graduate courses. The oral reports are made in graduate courses where lecture is needed in undergraduate courses due to the objective of the course governed by the time factor. Written reports on required reading and special projects are more extensive in graduate courses. The type of report is different too. The undergraduate report tends to be a summary of the reading while the graduate report is more of a critical analysis and evaluation.

e. Evaluation of tests:
   (1) Undergraduate tests:
      (a) It is always necessary to give tests in undergraduate study to measure the learning in the class. This is true because student participation is too light to measure effort and performance, except by testing.
      (b) Tests are usually the objective type and involve the remembering of factual information. This requires less understanding of the subject and less thinking on the part of the student. It serves merely as a check to see if the student paid attention to the lectures and read and remembered the assignments.

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(2) Graduate tests:

(a) In some cases it is not necessary to give tests in graduate study. Such is the case in small, compact classes where student participation is heavy and sufficient to evaluate the students' accomplishment. The grade on the research paper is a strong factor in the determination of the final grade.

(b) Written tests - more of the subjective type - that is, direct answers to questions are not as important as the students' reaction and thought concerning pertinent questions in the course. Application of knowledge acquired in the course is stressed. This requires both a knowledge of factual information and an understanding of the meaning it conveys.

(c) Oral examination as administered by a board of competent examiners is an invaluable method of testing employed exclusively on the graduate level. This method reflects the testee's comprehension of the subject and his oral expression under pressure.

3. Methodology:

a. Undergraduate:

(1) Method used in undergraduate teaching is almost universally the lecture method. This is requisite for several reasons:

(a) The classes are usually larger.

(b) The course is usually of a survey nature and designed to provide a background for further study.

(c) Due to the time factor, discussion time is limited. The purpose is to present a broad coverage of the material rather than achieve a full understanding of any of the subject matter.

b. Graduate:

(1) Conference or discussion type prevails. This includes many variations such as seminar, workshop, faculty-group consultant type and the conference class.

(a) The basic principles in all are the same:

1. Burden of proof rests on the individual.
2. Discussion is the predominant procedure.
3. Informality is the general rule.
4. Teamwork for the benefit of all and each is employed. This utilizes group thought, group discussion, and group problem solving.
5. Independent research by the students is the tool for class preparation.
6. The instructor is a coordinator and discussion leader.
7. The result is stimulative and creative in thought and expression. The learning process is contagious.

Recommendation

It is recommended that all instructors review their own situations and keep in mind the ideas expressed at the under-graduate level, after making such an analysis from their own ideas as to how the course should be conducted.

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